Disaster and Emergency Communications Strategy

Communications Stakeholders	Preparedness	Response	Recovery
DET (Strategic role) — **Executive Coordination Centre (ECC)** • DET and Senior Management • State Disaster Management Group (SDMG)/District Disaster Management Group (DDMG) • State Community • Other Agencies • Community Engagement and Partnerships (CEP)	**INTERNAL** – focussed on safety and event preparation • Alerts (OCA) • Situation Reports (OCA) • General preparation advice • Staff, student well-being and safety **EXTERNAL** • State School closures and other facilities closures • Support whole-of-government communications • General safety and preparation messages • Liaise with Other Agencies	**INTERNAL** • Alerts (OCA) • Situation Reports (OCA) • DET employee safety, leave arrangements and entitlements **EXTERNAL** • State School closures and other facilities closures • Support whole-of-government communications • Relay general community safety messages	**INTERNAL** • Alerts (OCA) • Situation Reports (OCA) • High Level Recovery Advice • Staff wellbeing and resilience • Ongoing safety • Staff entitlements and leave arrangements **EXTERNAL** • State School and other facilities re-openings • Support whole-of-government communications • Relay recovery information • Relay general community safety messages
REGION (Operational role) — **Regional Coordination Centre (RCC)** • District Disaster Management Group (DDMG)/ Local Disaster Management Group (LDMG) • Principals • DET employees (Region) • Community • Support Agencies	**INTERNAL** – focussed on region-specific issues relating to preparation and recovery, staff and student safety and wellbeing • Forward Alerts (OCA) • Situation Reports (OCA) • Reporting of school and other facilities closures via School Closures System • School site preparation advice • Staff, student well-being and safety **EXTERNAL** – provide local regional context • Support ECC & whole-of-government communications • Communicate with local stakeholders • Region-specific safety and preparation	**INTERNAL** – focussed on region-specific issues relating to preparation and recovery, staff and student safety and wellbeing • Forward Alerts (OCA) • Situation Reports (OCA) • Reporting of school and other facilities closures via School Closures System • DET employee safety, leave arrangements and entitlements **EXTERNAL** – provide local regional context • Support ECC & whole-of-government communications • Relay general community safety messages	**INTERNAL** – focussed on region-specific issues relating to preparation and recovery, staff and student safety and wellbeing • School re-openings via the School Closures System • School/site specific recovery information and business as usual advice • Region-specific updates • Situation Reports (OCA) • Staff wellbeing and resilience • School/site-specific safety (debris, asbestos) **EXTERNAL** – provide local regional context • Relay recovery information • School re-openings • Relay general community safety messages
SCHOOL (Tactical role) — **School Coordination Centre (SCC)** • Local Disaster Management Group (LDMG) • Staff • Community • Service Providers • Other stakeholders	**INTERNAL** – focussed on staff and student safety and wellbeing • School/site updates including closures • School/site preparation advice - facilities • Staff, student well-being and safety **EXTERNAL** – Local community • school/site-specific safety & preparation advice • school/site-specific closure advice to community • Reporting of school/facilities closures via established mechanisms to RCC	**INTERNAL** – focussed on staff and student safety and wellbeing • Relay community safety • School/site updates including re-openings • School/site-specific safety issues (debris, asbestos) **EXTERNAL** – Local community • Relay community safety messages • Reporting of school/facilities closures via established mechanisms to RCC • School/site specific recovery and re-opening information	**INTERNAL** – focussed on staff and student safety and wellbeing • School/site specific recovery and business as usual advice – damaged facilities, repairs, clean-up measures • Targeted staff wellbeing and resilience **EXTERNAL** – Local community • School/site specific recovery and re-opening information • Ongoing school and community safety messages (school site safety, special circumstances, asbestos)

Uncontrolled copy. Refer to the Department of Education and Training Policy and Procedure Register at www.ppr.det.qld.gov.au to ensure you have the most current version of this document.

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Procedure template

Procedure content		Explanatory notes
Title	Disaster and Emergency Management	
Implementation	☒ Within normal timeframes ☐ Publish on a specific date (by COB) ☐ Publish to upcoming list for Semester	
Work Type	☐ New Procedure ☐ Significant change ☒ Minor change ☐ Republish	**Please note:** Republish can only be selected when amending broken links, updating contact details or fixing spelling errors.
Scope	☐ All state schools ☐ All early years ☐ All training ☒ Department-wide	
Purpose	This procedure directs the arrangements and responsibilities required for department-owned schools and workplaces to effectively manage the department's response to a disaster or emergency event.	One or two paragraphs explaining why the procedure has been developed.
Definitions	**Business Continuity Plan (BCP)** Identifies the response the department will use to continue or resume an essential business activity as quickly as possible following a significant disruptive event. **Disaster or Emergency** For the purposes of this procedure, a disaster or emergency is an event including weather, geological, biological or human initiated, actual or imminent, which endangers or threatens to endanger life, property or the environment; and requires a significant and coordinated response. **Disaster Management Group** Representatives from government agencies responsible for managing disaster events in their relevant community level (local, district or state). Generally comprised of local government, state emergency response agencies, other State agencies and any non-government organisations appointed by the Chairperson. **Disaster preparedness** Identifies the preparation activities to ensure that, if a disaster or emergency situation occurs, that the department is able to cope with the effects of the event. **Emergency Response Plan (ERP)** Document used to detail assigned roles and responsibilities and required response and recovery activities, in the event of a disaster or emergency situation. They are to be developed at the Executive, Regional and School level. **Executive Response Controller (ERC)**	Optional. Only include unfamiliar definitions.

The person assigned the responsibility for leading and coordinating the department's disaster and emergency operations state-wide.

Executive Response Team (ERT)
The peak disaster management decision-making body in DET. It sets strategic direction, guides and advises the Regions and monitors operations in accordance with the Executive Emergency Response Plan. The ERT includes other Senior Executives as determined by the ERC. The team may vary in size depending on the nature of the event and the location.

Executive Coordination Centre (ECC)
The ERC and the ERT operate from the Executive Coordination Centre (ECC) which is a purpose built facility located in Education House. It has technical capability to monitor operations and communicate with the Regions and the State Disaster Coordination Centre (SDCC).

Natural Disaster Season
A division of the year marked by changes in the weather and ecological conditions which create the potential for severe weather to create a disaster or an emergency.

Regional Response Controller (RRC)
Leads and manages the regional response in accordance with the Regional Emergency Response Plan. This includes the activation of the Regional Response Team (RRT) and the coordination and resourcing of School responses as required.

Regional Response Team (RRT)
The regional level team supporting the RRC. Responsible for providing support to Schools. The RRT is the key operational team to coordinate the regional response which may cover a large geographic area and may have a significant span of control. The team may vary in size depending on the nature of the event and the location.

Regional Coordination Centre (RCC)
The centre established at a suitable location within the Region to provide the location and technical capability for the RRC and RRT to operate and communicate with the ECC, Schools, ECEC's, other DET workplaces and other agencies.

School Response Controller (SRC)
The Principal or their delegate who is responsible for managing the school and coordinating the local response. The SRC should engage with the LDMG and other relevant stakeholders.

School Response Team (SRT)
The school level team supporting the SRC. The SRT is the key operational team to coordinate the school response. The team may vary in size depending on the nature of the event and the location.

School Coordination Centre (SCC)
The centre established at a suitable location, usually within the School, to provide the location and technical capability for the SRC and the SRT to operate and communicate with the RCC, the school community and other agencies.

| Authority | • *Queensland Disaster Management Act 2003 (Qld)* https://www.legislation.qld.gov.au/leGIsltn/CUrrent/D/DisastmanA03.pdf | Include only legislation and/or other policy instruments that provide authority for the procedure. Include the |

	• Queensland State Disaster Management Plan http://www.disaster.qld.gov.au/Disaster-Resources/PGF.html • DET Disaster and Emergency Management Arrangements *(Currently under development)*	part/chapter/section number which relate specifically to the procedure.
Related Policy Instruments	• State Disaster Management Strategic Policy Framework http://www.disaster.qld.gov.au/Disaster-Resources/PGF.html • *Education (General Provisions) Act 2006 (Qld)* https://www.legislation.qld.gov.au/LEGISLTN/CURRENT/E/Edu cGenPrA06.pdf • Business Continuity Management http://ppr.det.qld.gov.au/corp/governance/Pages/Business-Continuity-Management-(BCM).aspx	Include relevant; policies, standards, directives, other procedures, authorities/ delegations and guidelines only if referred to within the procedure.
Overview	From time to time, the impact of disasters and emergency events on a school or multiple schools requires a capability within DET to prepare and respond in a coordinated approach. The first priority in the case of a disaster or an emergency event is the immediate and ongoing safety of students and staff. To prepare for, and respond to a disaster or emergency situation, DET requires that all department-owned schools and workplaces must have a current Emergency Response Plan (ERP). The ERP must contain a risk assessment, address hazards and potential threats to the location (school, regional office or executive centre) and identify appropriate responses to mitigate the risks and recover from the event. During the response phase the department will implement a three tiered response structure to meet the needs of the department and connect with the State Disaster Management Arrangements. The second priority is to continue to operate the department's essential services during and beyond a major business interruption or outage. Each school's Emergency Response Plan will be supported by the region's Business Continuity Management Plan to ensure that normal business is resumed as quickly as possible. **Useful resources:** • DET Disaster and Emergency Management Arrangements *(Currently under development)* • Quick Reference Guide – Disaster and Emergency Management Framework (qrg-framework.doc)	A snapshot of responsibilities and considerations when using the procedure (max 150 words). An overview should not provide any new information.
Responsibilities	**During normal business operations** **All Principals are required to:** • Develop their School Emergency Response Plans (ERPs) in consultation with the relevant Disaster Management Group, the region and/or the Emergency and Security Management Unit (ESMU) prior to the annual commencement of the natural disaster season. • Ensure the ERP is available through the department's nominated central storage location. • Coordinate training and exercising of local disaster or emergency management arrangements annually to ensure that processes work and are familiar to everyone. • Review ERPs annually or after a disaster or emergency to ensure all risks were identified and managed as well reflecting	Include mandatory, overarching responsibilities. These should be high level and not repeated in the process. E.g. The principal is responsible for the attendance and absences for all students in the school. NOTE: Central staff responsibilities should not be included unless the procedure or elements of the procedure are specific to central office.

lessons learnt.

- Ensure that contact details identified in the ERP are reviewed regularly and updated as required.

Regional Directors are required to:

- Develop their Regional ~~Response Management~~Emergency Response Plans (ERPs) in consultation with the relevant Disaster Management Group, the Executive and/or the Emergency and Security Management Unit (ESMU) prior to the annual commencement of the natural disaster season.
- Ensures that schools and workplaces, within their region, including the regional office, have conducted annual training prior to the commencement of the natural disaster season.
- Ensures that regional staff, including members of the Regional Response Team (RRT), have a clear understanding of their Regional Emergency Response Plan (ERP) and undertake annual training.
- Ensure the Region's Emergency Response Plan includes business continuity strategies, workarounds and resources to ensure essential services can continue to operate through, or resume operations as soon as practicable after, a business disruption

Emergency and Security Management Unit (ESMU)

- Assists all department-owned schools and workplaces in meeting their mandatory responsibilities in a disaster or emergency event by providing advice and assistance during the planning, preparedness and recovery phases.
- Provide support to the Executive Response Controller and manage the Executive Coordination Centre in the response phase to a disaster or emergency.
- Leads the development of the Executive Emergency Response Plan (ERP).
- Develop and maintain a Staff Disaster Readiness Strategy which should include the delivery of training and exercises for the Executive and Regional levels.
- When the ERT is not activated to provide support to the Regions and/or the Schools during a response or recovery.

The Executive Response Controllers (ADG ISB) is responsible for:

- approving the Executive Emergency Response Plan, formulating the Executive Response Team and providing an Executive Coordination Centre for operations.

During a disaster or emergency event

Executive Response Controller (Assistant Director-General ISB):

- Responsible for leading the department's disaster and emergency operations from the Executive Coordination Centre (ECC).
- Activates the Executive Response Team (ERT) assigning responsibilities including operations, logistics, finance, media, HR and wellbeing functions as required.
- managing data/reports, liaising with the SDCC and other Agencies in response to a disaster or emergency event.

	Regional Response Controller (Regional Director) is; • Responsible for managing the Region's disaster and emergency operations, usually from the Regional Coordination Centre (RCC). • Required to activates the Regional Response Team (RRT) as required. • Be responsible for the allocation or coordination of resources to support schools to respond and recover including the DHPW BAS response, liaising with the District Disaster Management Group (DDMG) or Local Disaster Management Group (LDMG) and staff wellbeing. • To manage the School Closures website which provides information to inform the SITREPs for the ERT and the State Disaster Coordination Centre. • To nominate the Business Continuity Coordinator to manage the necessary resources and business continuity activities in the event of a business interruption or outage during or after a disaster or emergency event. **School Response Controller (Principal/Executive Principal) is:** • Required to activate the School Response Team (SRT) to effectively coordinate a response to a disaster or emergency event. • To coordinates the school's disaster and emergency operations from the School Coordination Centre (SCC) if practicable. • Responsible for the required response (Lockdown, evacuation, temporary closure) to a disaster or emergency event. • To liaises with the Regional Coordination Centre (RCC) and the Local Disaster Management Group (LDMG) or the departments representative at the LDMG to provide support or request assistance required to prepare and respond.	
Process	**Step 1: Create the location's (Executive, Region or School) Response Team (RT) and assign roles and responsibilities** 1. Identify the applicable location for the Coordination Centre to operate from including an alternative location. 2. Identify the Response Controller (normally the Officer-in-charge or their delegate) for the location. 3. Designate an alternate Response Controller for the location who could also assume control in the absence of the Response Controller. 4. Assign roles and responsibilities based on the number of staff and location complexities. (Include Shadow Team) 5. Deliver training to the response team and ensure they know their roles and responsibilities. 6. Understand the roles of the relevant Disaster Management Groups and the departmental response structure. 7. Post copies of your location's Response Team in plain view, and include copies in your emergency kit. **Useful resources** • Quick Reference Guide - Disaster and Emergency	Step-by-step process or considerations taken into account for decision making

Management Framework (qrg-framework.doc)

- Quick Reference Guide – Response Team Roles and Responsibilities (qrg-response-team-roles-responsibilities.docx)

Step 2: Identify the risks for the location?

8. Assess and record the risks relevant to the location taking into consideration demographics, geographic factors and other site specific risk factors. Refer to the Region and School risk profiles

9. Consult with the relevant Disaster Management Group and the region to confirm your risk profile

10. Consider your risk assessment when developing the Emergency Response Plan, ensuring that you clearly identify any controls and treatments available to mitigate the risks.

Useful resources

- Enterprise Risk Management procedure
  http://ppr.det.qld.gov.au/corp/governance/Pages/Risk-Management.aspx
- Fact Sheet 1 – Risk Identification
  http://ppr.det.qld.gov.au/corp/governance/Procedure%20Attachments/Risk%20Management/Fact%20Sheet%201.DOCX
- Fact Sheet 5 – Risk Assessment
  http://ppr.det.qld.gov.au/corp/governance/Procedure%20Attachments/Risk%20Management/Fact%20Sheet%205.DOCX
- Disaster event case studies (DET employees only)
  https://oneportal.deta.qld.gov.au/Services/Facilities/emergencysecuritymanagementinformation/Pages/default.aspx

Step 3: Plan the Emergency Response

11. Identify the disaster or emergency events (or risks) applicable to your location.

12. Plan your response.

13. Define your procedures – lockdown, evacuation, temporary closure. In the case of a Regional Office, or the another workplace, the need for a relocation during the response phase may be necessary.

14. Identify available communications channels and be familiar with the templates for use in accordance with the Communications Strategy advising stakeholders of relevant information about the event and in particular the status of the schools and any temporary closure or re-opening.

15. The School ERPs are to be approved by the Regional Directors. The Regional ERPs are to be approved by the ADG-ISB.

16. Publish ERP and store your ERP in DET's central storage facility prior to 1 September annually.

17. Communicate the ERP to the relevant location's community and stakeholders.

Useful resources

- Emergency Response Plan template – Schools (erp-schools.doc)

	• Emergency Response Plan template – Regions (erp-regions.doc)	
	Step 4: Compile relevant contacts and information lists	
	18. Ensure completed tables in your ERP:	
	a. Emergency numbers sheet including relevant Disaster Management Group.	
	b. Emergency numbers for school personnel.	
	c. Students and staff with specialised health needs.	
	d. Important emergency management locations.	
	e. DET regional and central office numbers.	
	f. Employee Assistance Program contact/s.	
	g. DHPW BAS number.	
	19. Prepare an Emergency Kit and store in accessible locations and ensure the kit includes a hardcopy of the ERP. The nominated RT Logistics officer is responsible for making sure the contents of the Emergency Kit are complete.	
	Useful resources	
	• Checklist – Emergency Kits (Schools) (checklist-emergency-kit.docx)	
	Step 5: Training	
	20. Conduct annual training and exercising of event responses including Response Team roles and responsibilities, lockdowns, evacuations and assess ability to enact a temporary school closure.	
	21. Engage your relevant Disaster Management Group to externally assess your event response and Emergency Response Plan (ERP) if practicable.	
	22. Log the lessons learned and update your ERP as required.	
Online Resources	**Forms** • Emergency Response Plan template – Schools (erp-schools.doc) • Emergency Response Plan template – Regions (erp-regions.doc) **Supporting documents** • Quick Reference Guide - Disaster and Emergency Management Framework (qrg-framework.doc) • Quick Reference Guide – Response Team Roles and Responsibilities (qrg-response-team-roles-responsibilities.docx) • Fact Sheet 1 – Risk Identification http://ppr.det.qld.gov.au/corp/governance/Procedure%20Atta chments/Risk%20Management/Fact%20Sheet%201.DOCX • Fact Sheet 5 – Risk Assessment http://ppr.det.qld.gov.au/corp/governance/Procedure%20Atta chments/Risk%20Management/Fact%20Sheet%205.DOCX • Disaster and Emergency Communications Strategy (comm-strategy.pdf)	Only include documents mentioned in procedure. If already published elsewhere provide link to location.

	Online materials	
	• Disaster event case studies (DET employees only) http://deta.qld.gov.au/information/disaster-emergency-management/schools.html	
Contact	For further information, please contact: • Emergency and Security Management Unit *Phone:* (07) 3034 6012	Where there are numerous contacts (e.g. region lists) please create a separate document and save as an attachment in TRIM
Review Date	1 July 2017	Maximum is two years from the implementation date
Creative Commons Licence	CC BY	Refer to Australian Government Open Access and Licensing Framework (AusGoal) for further information.
Business Category (1)	Facilities Management and Maintenance	Refer to Guidelines for procedure template in the Help Resource Centre for full list of categories
Business Category (2)		Optional
Procedure Owner	Jeff Hunt (DDG, Corporate Services)	Limited to one EMB member
Delegated Procedure Owner	Kevin Mara (ADG, Infrastructure Services Branch)	Limited to one person
Procedure Author	Emergency & Security Management Unit (ESMU)	
School Impact Statement	☐ Yes ☒ No	
Keywords	Emergency Management, Disaster and emergency events, emergency plans, disaster preparedness, emergency evacuation, lockdown	Useful search terms
Updates page	No	Please advise if this update should be listed on the Policy and Procedure Register updates page.
PPR USE ONLY		
Implementation Date	22/12/2015	
Version Number	v1.1 v1.1 republished on 07/01/2016 – amend one incorrect reference to 'Regional Response Management Plan' to show 'Regional Emergency Response Plan'. Refer to TRIM 16/6092 for notes on communication with Infrastructure Branch re this correction.	Minor change – point increment Significant change – next full number
TRIM Reference Number	15/390155	Include revision number if applicable
Information Management / Recordkeeping Category	Facility Management	Refer to Information Management Category Conversion Guide

Checklist Emergency Kit – Schools

As part of the preparedness phase conducted during the off-season, schools are required to organise an Emergency Kit. The kit should be stored in an easily accessible location and checked regularly by a School Response Team member. Student and staff lists should be routinely updated and current parent contact information maintained.

The Emergency Kit Contains:	✔
Student data and parent contact information (contained in Emergency Response Plan (ERP))	
Student and staff with special needs list (contained in ERP) including any student medications	
Staff contact information including communications tree (contained in ERP)	
Student release forms/sign out book	
List of students (emergency class lists)	
List of staff	
Emergency safety vests (high visibility for School Response Team)	
Facility key (master key)	
Standard portable First Aid Kit.	
A charged mobile phone and charger/s	
Torch with replacement batteries (or wind up torch)	
Whistle	
Megaphone	
Portable battery powered radio	
Copy of facility site plan (contained in the ERP) including evacuation routes	

Sunscreen/ shade marque	
Plastic garbage bags and ties	
Toiletry supplies	
Water	
Other	

Date Emergency Kit Checked:	
Officer (name/signature)	
Next Check Date:	

* *Note:* All members of the School Response Team must have a current hardcopy of the Emergency Response Plan (ERP).

Department of Education and Training

Regional

Emergency Response Plan

2015 - 2016

Queensland Government

A current hardcopy of this plan should be kept on file and be accessible in the event of a disaster or emergency.

Emergency Response Plan key contact

Key Contact:	[Name]
Phone Details:	[Phone]
Email Details:	[email]
Main Office:	[Regional Office location]
Document Status:	[Draft /final]

Details

DET Region	
Regional Office/s	[Location/s and address/es]
Electoral areas	

Approvals

Name	Title	Signature	Date
[Name]	Regional Director		
[Name]	Executive Director – State Schools, Operations		

Review

Next review date	

Contents

1. Purpose

The purpose of this Emergency Response Plan (ERP) is to provide details of how <insert region name> will prepare for and respond to a disaster or emergency situations.

2. Scope

This Emergency Response Plan applies to all staff, visitors and contractors at <insert region name> Offices.

3. Response Strategies

When this Region is impacted, or is about to be impacted, by a disaster or emergency event, this plan will be enacted at the direction of the Regional Director who will assume the role of Regional Response Controller.

Each disaster or emergency may have extenuating circumstances which require the application of an additional appreciation to provide a solution to new risk or circumstance. The department has adopted an 'all hazards approach' to the planning of response strategies to disasters or emergencies and subsequently there are generally three response strategies that can be implemented prior to, or during a disaster or emergency.

The response strategies, which can be implemented singularly or jointly, are:

1. Evacuation of the facility;
2. Lockdown of the facility;
3. Temporary Closure of the Facility (Schools)

It is also noted that disasters or emergencies may also be categorised as:

- *'rising tide' or 'slow burn'* events which enables decision makers to act prior to the impact of the event; or
- *sudden or spontaneous* events for which there are no warnings or indications that allow pre-emptive actions and the vent has to be responded to during or post impact.

Disasters or emergencies may occur under such circumstances that the Regional Response Controller can make pre-emptive decisions to take action and best prepare

the staff to provide support to schools for the event. This is the preferred scenario for the Department.

In this Region there are Regional, Corporate Service offices and schools across the Region. Each school is responsible for uploading a current Emergency Response Plan into the department's nominated central storage repository. The Regional Response Team can then access the relevant school Emergency Response Plan from the central storage repository as required.

Regional buildings should have separate Building Emergency Procedures and staff should be familiar with these plans. Each site's emergency procedures advise staff what to do in the event of Fire/smoke, Medical Emergency, Bomb Threat, Internal Emergency, Personal Threat, External Emergency, and Evacuation. (*Identify where Plans stored*)

Some incidents may occur quickly however their impact may not be neither serious nor long term. Guidance on such responses to incidents, accidents, or individual injuries is available on the Department's *One Portal* via the ESMU site.

This plan is enacted when the disaster or emergency escalates beyond being managed under those mentioned plans and requires additional levels of local and regional or executive support.

This plan connects to the Regional Business Continuity Plan as required.

4. Mission

To ensure the safety of students, staff and any other persons within the region.

To coordinate the regional response to a disaster or emergency.

To minimise the damage to DET property and facilities.

To resume educational services when safe to do so.

5. Execution

In the lead up to or the impact of a significant event, the Regional Response Controller (RRC) will decide whether to stand up the Regional Response Team and Regional Coordination Centre (RCC). The Regional Response Team is listed in Section 8 and will be scalable as determined by the RRC.

Imminent event

Upon identifying an emerging significant risk from a 'rising tide' event to, or within, the Region, the RRC should:

1. Form the Regional Response Team (RRT);
2. Analyse the risk and expected impact on the Region;
3. Engage with the District Disaster Coordination Centre (DDCC) – as established;
4. Consider the courses of action;
5. Consult with the relevant School Response Controllers (Principals)
6. Decide on the regional strategy and implement the strategy;
7. Request resources if necessary e.g. Deployable Response Team (DRT)
8. Manage the School Closure system for the region;
9. Commence the Communication Strategy;
10. If formed, brief the Executive Response Team (ERT) on the progress and status otherwise advise the Emergency and Security Management Unit (ESMU) and the supervising ADG State School - Operations; and
11. Engage the Business Continuity Plan.

Sudden impact

Upon the impact of a sudden event on the Region, the Regional Response Controller (RRC) should;

1. Review the actions of the impacted SRCs;
2. Overview the assessment of the safety of all students and staff in the region;
3. Activate the RRT and Regional Coordination Centre (RCC);
4. Commence the Communication Strategy; Ensure the lodgement and approval of a Critical Incident Alert Notification and e-mail Alert Notification to CEP Media.ccm@dete.qld.gov.au and School Operations School.Alert@dete.qld.gov.au.
5. Monitor the responses under the School Emergency Response Plans
6. Manage the School Closure system for the region;
7. Engage with the District Disaster Coordination Centre if established;
8. If formed, regularly brief the Executive Response Controller, otherwise advise the Emergency and Security Management Unit (ESMU) and the supervising ADG State School - Operations;
9. Monitor the School Response Controllers from a welfare perspective

10. Engage the Business Continuity Plan.

11. Coordinate with Regional BAS Office to prioritise repairs to schools.

12. Consult with SRC's on resuming business and educational support services; Monitor NCR site requirements, maintain and facilitate any ongoing support, outside agency involvement and address any community issues at regular junctures following the regional emergency.

13. Ensure the management of the RRT and RCC through systems, briefings and communications to ensure shared situational awareness.

Regional Office(s)

If the event, either rising tide or sudden, has also impacted on the Regional Office location then in addition to the above:

1. Assess safety of regional staff

2. Assess the status of the Regional Office/s, noting BAS protocols;

3. If any visible damage or potential hazards on the site, e.g. asbestos, engage BAS for site inspection;

4. If required consider closing the office and seeking an alternate operating location;

5. If formed, regularly brief the Executive Response Controller, otherwise advise the Emergency and Security Management Unit (ESMU) and the supervising ADG State School - Operations;

6. Utilise Communication Strategy;

7. Monitor the Regional staff from a welfare perspective

8. Implement the Regional Business Continuity Plan as required.

9. If closure was necessary, re-open the Regional Office/s after conducting a Suitability Assessment and determining that it is safe to do so.

6. Administration and Logistics

Hard copies of the Regional Emergency Response Plan and the Business Continuity Plan should be stored in the main Administration Office of the Regional offices and in any pre-determined location for the Regional Coordination Centre (RCC), and be held by the Regional Response Team (RRT).

The Regional Coordination Centre which is a nominated location for the RRC and RRT to operate from should be always ready and have the capability to establish communications with schools, principals, other, stakeholders, the Executive

Coordination Centre, the District Disaster Coordination Centre and the Regional Response Team if required.

All documentation generated or received at the RCC is to be stored in hardcopy or electronic for later reference. In the event of death, serious bodily injury or possible litigation issues, liaise with the Manager, Legal and Administrative Law Branch.

In the event of death or serious bodily injury, ensure the Director, Workplace Health and Safety QLD has been notified as soon as possible by the quickest means of communication available, as well as on the prescribed form within twenty-four hours, utilising MyHR WH&S Solutions reporting mechanism via One Portal).

At the conclusion of the response to an event the RRC will conduct a Regional Debrief.

7. Command and Communications

The Regional Director will assume the role of the Regional Response Controller (RRC) and will form, and chair, the Regional Response Team (RRT). The RRC is responsible to the Executive Response Controller (ERC). (See Section 14)

The RRC can make decisions about the Temporary Closure and Re-opening of schools in accordance with the CE Directive 1/2015.

When formed, the RRT is to establish and maintain communications with the Executive Response Team (ERT) as practicable. In the absence of communications the RRC must operate independently until communications are able to be established.

A senior officer represents the Region on the DDCG and may have support staff assisting. This may be the RRC or it may be another delegated member.

The basic structure of the RRT and their broad responsibilities are represented below and this structure may be adjusted according to the nature and complexity of the event.

Role	Responsibilities

Regional Response Controller	Overall lead and coordinator of the disaster or emergency response and recovery in the Region.
Operations	Responsible for providing support to RRC and RCC including collecting and processing information about the incident and response operations (situational awareness). Also responsible for managing and tasking additional resources to support operations and maintaining liaison with external agencies and DDCC. Responsible for overall management of the RCC and preparation of a Strategic Assessment if required and any Response Plans.
Intelligence	To collect, analyse and display information and intelligence to support situational awareness and to prepare briefs and internal sitreps as required.
Logistics	Responsible for securing materials, resources, services and additional staff to sustain operations and restore educational services (Business Continuity).
Finance	Supports the other functional areas through the financing of operations as well providing administrative support and management of the Coordination Centre. Responsible for tracking of response costs for corporate accounting.
Communication	Information and communications management internally and externally– see the *Disaster and Emergency Communications Strategy*.
HR and Wellbeing (Support)	Conduct activities to support staff resilience. Monitoring the management of risk and the welfare of all staff through the advice on entitlements, welfare and wellbeing support.

The RRC may also manage the liaison with the relevant Local Disaster Management Group/s (LDMG/s). In some areas this may be delegated to a School Response Controller depending on the location of the School. A list of key contacts is included in this ERP. It lists the school and regional response entities and mechanisms to assist communications before, during or after an event. It also lists other agency and stakeholder contact points.

The RCC must establish communications methods including redundancies such as phone, mobile phones, satellite phones, internet, SMS Global and email. The Department has a mobile communication platform that can be requested to be relocated to the region.

8. The Regional Response Team (RRT)

Role	Assigned staff including shadow		Contact details
Response Controller	Primary contact		
	Back-up contact		
Operations	Primary contact		
	Back-up contact		
Intelligence	Primary contact		
	Back-up contact		
Logistics	Primary contact		
	Back-up contact		
Finance	Primary contact		
	Back-up contact		
Communication	Primary contact		
	Back-up contact		
HR and Wellbeing (Support)	Primary contact		
	Back-up contact		

DDMGs		
LDMGs		

A copy of this table should be provided to all schools within the Region for inclusion within each school's Emergency Response Plan.

9. Regional Office/s Map/s

<Insert Area map here.>

Distance to Primary off-site assembly point: A prox. time to reach Primary off-site assembly point:	
Distance to Secondary off-site assembly point: Approx. time to reach Secondary off-site assembly point:	

Legend

Primary off-site assembly point:	☆
Route to Primary off-site assembly point	—
Secondary off-site assembly point	★
Route to Secondary off-site assembly point	...
Emergency services access point	

---

10. Evacuation Response

The fields below contain example responses for guidance and should be edited to suit the location.

Priority	Safety of staff, members of the community and/or site visitors.
Reporting the emergency	• Contact Emergency Services immediately on 000 • Notify the ADG or ERC pending arrangements enacted.
Evacuation *Edit to suit the location*	**Signal**
	Procedure
	Special considerations
	Special responsibilities
Evacuation assembly *Edit to suit the location, replacing the example with the process in black font.*	**Assembly area/s**
	Assembly procedure 1. Personnel lists are checked. 2. Report all persons unaccounted for to the RRC.
Evacuation clearance *Edit to suit the location*	1. No person is to return to any area of the Regional Office until advised by the RRC. 2. The clearance signal is......
General principles *Edit to suit the location, replacing the example with the process in black font.*	Evacuation procedures will be displayed on Emergency Evacuation maps in all rooms. 1. **FIRST PRIORITY** is to the safety of all persons in the office. 2. **ALL** staff and visitors are automatically involved. 3. **ALL VISITORS** should sign the Visitors book at the office. 4. **NO** person should be placed in a position of risk. 5. **Regional Response Controller** is responsible for ensuring the electricity is turned off and that Emergency Services are contacted and given all assistance required.
Communications *Edit to suit the location*	• If the evacuation goes for an extended time then the Regional Response Controller informs the Emergency and Security Management Unit on 3034 6012.
Pre-arrangements *Edit to suit the location, replacing the example with the process in black font.*	• Site Emergency Evacuation Maps must be clearly displayed in all rooms. • Visitor sign-in registers maintained in the office. • Emergency personnel lists kept by exit door. • Evacuation exercises conducted twice a year and records kept in MyHR WH&S.

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11. Lockdown Response

The fields below contain example responses for guidance and should be edited to suit the location.

Priority	This procedure minimises access to the Regional Office and secures all persons in offices.
Reporting the emergency	• Contact Emergency Services immediately on 000 • Notify the EMSU on 3034 6012 or ERC pending arrangements enacted.
Lockdown *Edit to suit the location, replacing the example with the process in black font.*	**Signal** **Procedure** 1. Regional Office doors are locked by office personnel. 2. Access to any and all persons denied. 3. Staff not in their own offices will remain in the room they are currently in until told it is safe to move. 4. Personnel lists are checked. 5. Report all unaccounted for to the Regional Response Controller 6. Staff and visitors remain in their offices until told that the building is safe. **Special considerations** **Special responsibilities**
Lockdown cancellation *Edit to suit the location*	1. Staff and visitors remain in offices until advised by the Regional Response Controller that the Lockdown procedure is cancelled. 2. The clearance signal is .....
General principles *Edit to suit the location, replacing the example with the process in black font.*	• A lockdown prevents persons from entering the Regional Office. • Normal routine should re-commence as soon as possible after the event. • Staff to be vigilant in reporting the entry of unauthorised person or persons into the building.
Communications *Edit to suit the location*	• If the lockdown goes for an extended time then the Response Controller informs the Emergency and Security Management Unit on 3034 6012.
Pre-arrangements *Edit to suit the location, replacing the example with the process in black font.*	• Facilities can be locked internally. • Visitor sign-in registers maintained in the office. • Emergency personnel lists kept. • Staff and students will be made aware of this signal and its meaning through lockdown exercises conducted twice a year and records kept in MyHR WH&S.

12. Temporary Closure Response

The fields below contain example responses for guidance and should be edited to suit the location.

Priority	Safety of staff, members of the community and/or site visitors. Staff must remain off-site until advised by the Regional Response Controller that the Building is safe and available to be re-occupied and re-opened.
Decision	The RRC has the authority to close the Regional Office as considered necessary
Reporting the closure _Edit to suit the location, replacing the example with the process in black font._	1. Notify the Executive Response Controller or the Emergency and Security Management Unit on 3034 6012. 2. Notify the local Radio Station 3. Notify staff – phone tree 4. Notify school community – School Closures website, messaging 5. Notify other stakeholders
Temporary Closure _Edit to suit the location, replacing the example with the process in black font._	**Prepare** • Engage the Regional Response Team • Prepare for the closure with stakeholders if practicable • Undertake required communications **Respond** • Monitor the event and stay informed. • Maintain communications with the Executive Response Team, DDMG and LDMG. • Wait till safe to liaise with BAS to conduct site for inspection. • Monitor damage reports. Meet daily with BAS to review priorities and assign resources. • Assess staff status and support required • Engage Business Continuity Plan as required • Undertake Suitability Assessment for decision to re-open or not. **Recover** • Liaise with BAS re repair schedule • Manage and support staff welfare issues • Monitor business continuity activities **Special considerations**
Re-opening _Edit to suit the location, replacing the example with the process in black font._	1. Notify the Executive Response Controller or ESMU depending arrangements enacted 2. Notify Radio Station 3. Advise LDMG & DDMG if stood up.
General principles	• 'Safety before schedule' Normal routine should re-commence as soon as possible after the event and when safe to do so.
Communications	

13. Specific emergencies – response procedures

The fields below contain example responses for guidance and should be edited to suit the location.

Building Fire *Edit to suit the location, replacing the example with the process in black font.*	**<As appropriate insert any additional mitigation steps relevant to your facility that you have identified in your risk assessment>** • *Call 000 for emergency services and follow advice.* • *Activate the fire alarm.* • *Report the emergency immediately to the Regional Response Controller who will convene your Regional Response Team if necessary.* • *Extinguish the fire (only if safe to do so).* • *If appropriate, follow the procedure for on-site evacuation.* • *Evacuate to the <Insert the location of your assembly point/s>, closing all doors and windows.* • *Check that all staff and visitors are accounted for.* • *Contact the Emergency and Security Management Unit on 3034 6012.*
Bushfire *Edit to suit the location, replacing the example with the process in black font.*	**<As appropriate insert any additional mitigation steps relevant to your facility that you have identified in your risk assessment>** • *Call 000 for emergency services and follow advice.* • *Report the emergency immediately to the Regional Response Controller who will convene your Regional Response Team if necessary.* • *Determine appropriate response strategy (evacuate or lockdown) in consultation with emergency services, if possible.* • *If evacuation is required and time permits before you leave:* • *Make sure you close all doors and windows* • *Turn off power and gas.* • *Check that all staff and visitors and contractors are accounted for.* • *Listen to TV or local radio on battery-powered sets for bushfire/weather warnings and advice.* • *Contact the Emergency and Security Management Unit on 3034 6012.*
Major external emissions/spill (includes gas leaks) *Edit to suit the location, replacing the example with the process in black font.*	**<As appropriate insert any additional mitigation steps relevant to your facility that you have identified in your risk assessment>** • *Call 000 for emergency services and follow advice.* • *Report the emergency immediately to the Regional Response Controller who will convene your Regional Response Team if necessary.* • *Turn off gas supply.* • *If the gas leak is onsite, notify your gas provider.*

	• If appropriate, follow the procedure for on-site evacuation.
	• Alternatively this may need to be to an off-site location.
	• Check staff and visitors are accounted for.
	• Await 'all clear' advice from emergency services or further advice before resuming normal activities.
	• Contact the Emergency and Security Management Unit on 3034 6012.
Intruder *Edit to suit the location, replacing the example with the process in black font.*	**\<As appropriate insert any additional mitigation steps relevant to your facility that you have identified in your risk assessment\>** • Call 000 for emergency services and seek and follow advice. • Report the emergency immediately to the Regional Response Controller. • Do not do or say anything to the person to encourage irrational behaviour. • Initiate action to restrict entry to the building if possible and confine or isolate the threat from building occupants. • Determine whether evacuation or lock-down is required. Do this in consultation with the Police where possible. • Evacuation only should be considered if safe to do so. • Contact the Emergency and Security Management Unit on 3034 6012.
Bomb or substance threat *Edit to suit the location, replacing the example with the process in black font.*	**\<As appropriate insert any additional mitigation steps relevant to your facility that you have identified in your risk assessment\>** • Call 000 for emergency services and seek and follow advice. • Report the threat to the Regional Response Controller. • Do not touch any suspicious objects found. • If a suspicious object is found or if the threat specifically identified a given area, then evacuation may be considered: • If appropriate under the circumstances, clear the area immediately within the vicinity of the object of staff. • Ensure staff are not directed past the object • Ensure staff that have been evacuated are moved to a safe, designated location • Contact the Emergency and Security Management Unit on 3034 6012. **If a bomb/substance threat is received by telephone:** • Do not hang up. • If possible fill out the bomb threat checklist while you are on the phone to the caller. • Keep the person talking for as long as possible and obtain as much information as possible.

	• Have a co-worker call 000 for emergency services on a separate phone without alerting the caller and notify the Regional Response Controller. **If a bomb/substance threat is received by mail:** • Place the letter in a clear bag or sleeve. • Avoid any further handling of the letter or envelope or object. • Call 000 for emergency services and seek and follow advice. • Notify the Regional Response Controller. **If a bomb/substance threat is received electronically:** • Do not delete the message • Call 000 for emergency services and seek and follow advice • Notify the Regional Response Controller. • Contact the Emergency and Security Management Unit on 3034 6012.
Internal emission or spill *Edit to suit the location, replacing the example with the process in black font.*	<As appropriate insert any additional mitigation steps relevant to your facility that you have identified in your risk assessment> • Call 000 for emergency services and seek and follow advice. • Report the emergency immediately to the School Response Controller who will convene your SRT if necessary. • Move staff and students away from the spill to a safe area and isolate the affected area. • Seek advice in regards to clean up requirements, and if safe to do so, the spill can be cleaned up by staff. Personal Protective Equipment should be worn as per the requirements of the Material Safety Data Sheet and Safety Work Procedure. • Contact the Emergency and Security Management Unit on 3034 6012.
Severe Weather event *Edit to suit the location, replacing the example with the process in black font.*	<As appropriate insert any additional mitigation steps relevant to your facility that you have identified in your risk assessment> **Sudden event during operational hours:** • Call 000 if emergency services are needed and follow advice. • Report the emergency immediately to the Regional Response Controller who will convene your Regional Response Team if necessary. • Before the storm, store or secure loose items external to the building, such as outdoor furniture and rubbish bins. • Disconnect electrical equipment – cover and/or move this equipment away from windows. • Secure windows (close curtains & blinds) and external doors. If necessary, tape windows and glass entrances. Utilise boards and sandbags if required. • Instigate a lockdown.

	During the severe storm:
	• Remain in the building and keep away from windows
	• Restrict the use of telephone landlines to emergency calls only, particularly during a thunderstorm.
	• Report any matter concerning the safety and wellbeing of students, staff and visitors to the School Response Controller.
	• Listen to local radio or TV on battery-powered sets for weather warnings and advice.
	Forecast imminent event (e.g. cyclone, floods)
	• If weather warnings and advice from the State Disaster Management Group indicate that the location will be impacted by a severe weather event, the Regional Response Controller will follow the decision-making process to determine if the school will be temporarily closed.
	• The Regional Response Team will be convened.
	• If the Regional Office is to be temporarily closed, then all stakeholders will be advised.
	• The Temporary Closure procedure needs to be implemented.
	• After the event, if the school is situated in the impact zone, then Building and Asset Services (BAS) will determine if the site is safe for the Regional Response Controller to enter to undertake a Suitability Assessment to Re-open.
	• The Regional Response Team may need to operate from an alternative Regional Coordination Centre location.
Earthquake *Edit to suit the location, replacing the example with the process in black font.*	<As appropriate insert any additional mitigation steps relevant to your facility that you have identified in your risk assessment> • Call 000 for emergency services and seek and follow advice. • Report the emergency immediately to the Regional Response Controller who will convene your Regional Response Team if necessary. • Evacuate to assembly area/s. • Check that all staff and visitors are accounted for. • Await 'all clear' advice from emergency services or further advice before resuming normal activities. • Contact the Emergency and Security Management Unit on 3034 6012.

14. The DET Response Structure

State	• WoG Co-ordination • Government Policy • C'wth Liaison • Public Information	Director General
Strategic (Executive)	• Set strategy • Guide & advise • Monitor • Support	ERC — Executive Response Team Executive Coordination Centre
Operational (Regional)	• Manage • Plan • Coordinate • Resource	RRC — Regional Response Team Regional Coordination Centre
Tactical (School)	• Respond • Implement • Coordinate	SRC — School Response Team School Coordination Centre

Key

Lead — Team — Centre

ERC - Executive Response Controller
RRC - Regional Response Controller
SRC - School Response Controller

15. Executive Response Team Contacts

This table will be provided by the Emergency and Security Management Unit.

Role	Assigned staff including shadow		Contact details (Phone & email)
Executive Response Controller	*Primary*		
	Back-up		
Operations Officer	*Primary*		
	Back-up		
Intelligence Officer	*Primary*		
	Back-up		
Logistics Officer	*Primary*		
	Back-up		
HR and Wellbeing Officer	*Primary*		
	Back-up		
Advisory Group			

16. Regional communications details

Phone tree

In a disaster or emergency event, the following phone tree will be activated. *(Example only, please adjust the tree for the location.)*

17. External Emergency numbers

Display a copy of this list next to your administration phone/s.

Group	Contact/details	Phone number
Police	Life-threatening or time critical emergency	000 – calling from land line
	Non-life threatening incident	131 444
	Local Police Station	
Ambulance		000
LDMG		
DDMG		
Qld Fire and Emergency Services (QFES)		000
State Emergency Service (SES)		132 500
Hospital/s		
Electricity	Local number	
Water Corporation	Local number	
Gas supplier		
Building and Asset Services	Regional Manager	
Department of Community Safety (Regional Office)		
Child Safety Services	http://www.childsafety.qld.gov.au/contacts/index.html	1800 811 810 (Qld only)
Dept of Natural Resources & Mines	https://www.dnrm.qld.gov.au/our-department/contact-us	13 QGOV (13 74 68)

DET Contacts (When ERT not enacted)

Key contact	Contact/details	Phone number
Assistant Regional Director		
Assistant Regional Director		
Assistant Regional Director		
Infrastructure Manager		
Senior Health & Safety Consultant		
DET Emergency & Security Management Unit (ESMU)	qld-dete-emru@id.ngcomms.net	07 3034 6012

Local Community Contacts

	Contact/details	Phone number
Transport Operator		

Disaster Management Groups

	Contact/details	Phone number

Other Institutions

	Contact/details	Phone number
ECEC		
Independent Schools		
Catholic Schools		

18. Staff requiring assistance to evacuate

* Response – evacuation, lockdown or temporary closure

Name	Room	Condition	Response*/ Assistance required	Person responsible	Family/Carer contact & mobile

19. Staff trained in First Aid

Staff Member	Training	Date Qualified To

20. Regional State School principal contacts

School	Name	Email	Phone No. (Day)	Phone No. (After Hours)

21. Building information summary

Telephones (Landlines):

Location	Number	Location	Number

Alarms	Location	Monitoring Company	Location of Shut-off Instructions
Fire:			
Intrusion:			
Other:			

Utilities	Location	Service Provider	Location of Shut-off Instructions
Gas / Propane:			
Water:			
Electricity:			

Sprinkler System

Location of Control Valve:	
Location of Shut-off Instructions:	

Boiler Room

Location:	
Access:	

Emergency Power System

Type:	
Location:	
Provides Power To:	
Location of Shut-off Instructions:	

Building and Site Hazards

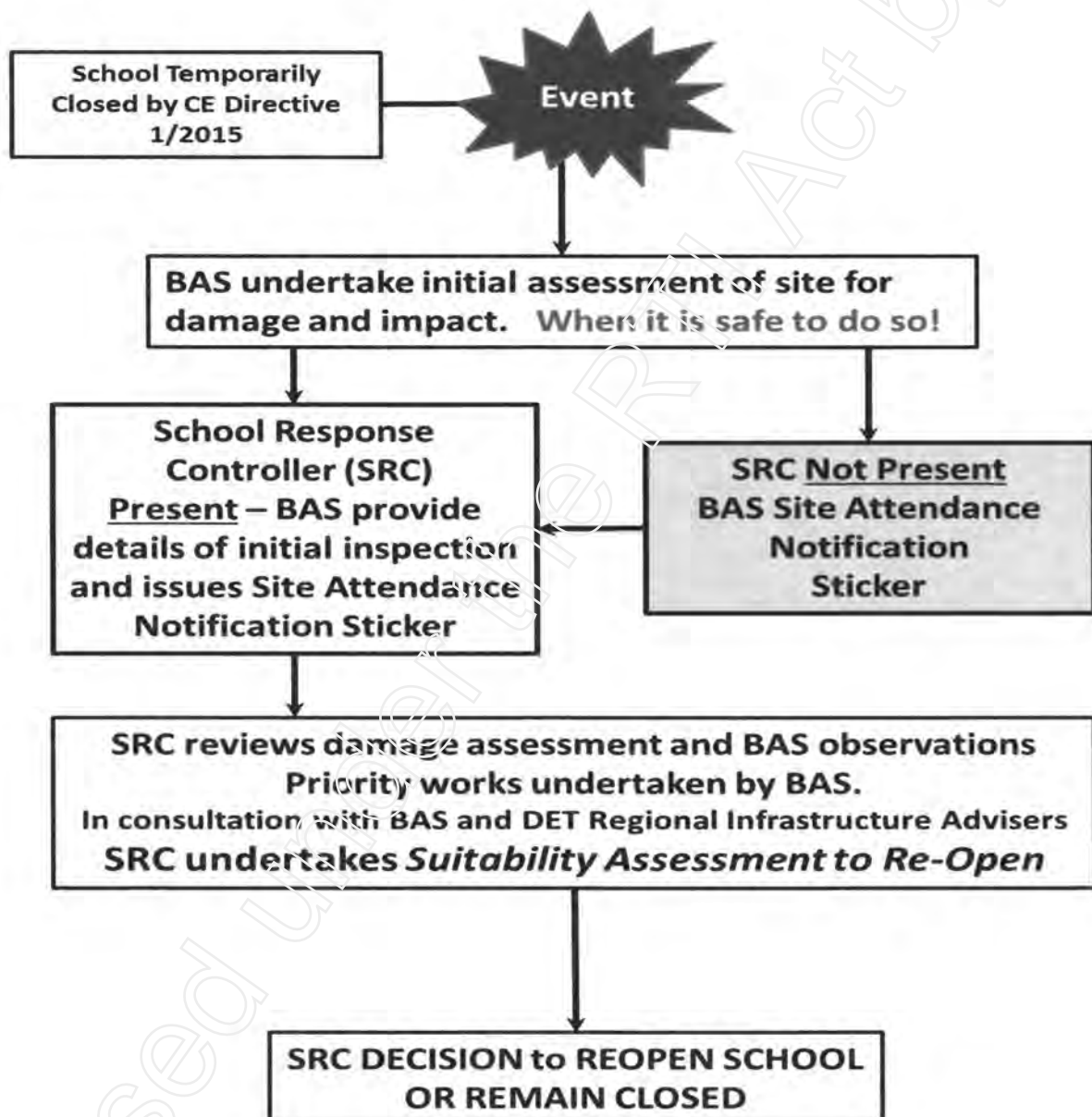| Hazard Description	Location

22. Suitability assessment to re-open the school or campus.

After an event which has caused the school to temporarily be closed the following process needs to occur in the course of deciding to re-open the school. Principals need to undertake an assessment to determine to the impact of the event on essential infrastructure and resources.

The following flowchart and assessment have been provided to Regions to assist with advice provided to Principals following an event.

SUITABILITY ASSESSMENT

Item	Considerations		Observation/Mitigation
ACCESS			
Is there a Police or District Disaster Management Group direction to close the school?	Yes	If the direction has not been revoked then the school or campus must remain closed.	
	No		
Does storm debris prevent safe access around the school?	Yes	Is there a large amount of debris in school or campus grounds that prevents safe movement/supervision around the site? Can affected areas be barricaded and traffic diverted to allow safe movement around the school or campus?	
	No		
Are access roads to the school cut by debris or flood waters?	Yes	Liaise with the Local Disaster Management Group (LDMG) to determine when the roads will be safe to travel. Ensure access roads are not at risk of being cut off due to rising flood waters that will inhibit staff and students to leave the site safely. Contact the Local Disaster Management Group or the Police.	
	No	If the site can be accessed safely then consider re-opening if there are sufficient resources to provide for the safe supervision of students.	
BUILDINGS			
Have buildings been damaged?	Yes	If all buildings are damaged then then school or campus remains temporarily closed. If not all buildings are damaged then consider the following: - Can access to damaged buildings be restricted to allow safe unimpeded access to other areas of the school or campus? - Are there sufficient teaching spaces available to deliver	

Item	Considerations		Observation/Mitigation
		services (even in a limited capacity)? • Have Building & Asset Services (BAS) inspected the buildings and provided certification that the buildings are safe to reoccupy?	
	No		
HAZARDS			
Has asbestos-containing material (ACM) been exposed/damaged in the school grounds?	Yes	DET Policy is that no persons can be in the vicinity of damaged ACM or on site when ACM removal is undertaken. If ACM requires specialist removal then the school or campus needs to stay closed. Contact Building & Asset Services (BAS).	
	No		
WATER			
Has water supply to school been disrupted?	Yes	If *Yes*, can bottled water be sourced quickly for staff/student use? Parents can be asked to provide water for students but some bottled water will be required for emergencies. If *Yes*, is water available for amenities such as toilets? Contact the Infrastructure Manager.	
	No		
TOILETS			
Have septic tanks been affected?	Yes	Have all the grounds been affected by sewage overflow or just an area? Can this area be barricaded off to restrict access without impacting on teaching space?	
	No		
Are the toilet buildings safe to be used?	Yes	Are they structurally safe and accessible?	
	No	Are other facilities available nearby or can Porta-loos be sourced.	
COMMUNICATIONS			

Item		Considerations	Observation/Mitigation
Have external telecommunications been affected?	Yes	If landlines have been affected then is there mobile phone capacity? Are mobile phones readily accessible? Are satellite phones required? Does an adjoining site have phones?	
	No		

ELECTRICITY

Item		Considerations	Observation/Mitigation
Has the electricity supply been affected?	Yes	Are there power lines down within the school? Contact Energex immediately on 13 19 62. School must remain closed. Does the school have an external generator supply point installed? Can the supervision of students be undertaken without power to the classrooms? Is power required to operate the septic tanks?	
	No		

STAFFING

Item		Considerations	Observation/Mitigation
Has the event impacted on staff availability to support an acceptable staff/student supervision ratio?	Yes	If there is limited capacity to supervise students safely then remain closed. Consider contacting the Regional Response Team to request staff wellbeing support.	
	No		

OTHER ISSUES

DECISION RECORD

Record the decision to keep the school *Temporarily Closed* or to *Re-open* the school.

Signature:	Date :	Time:

School

Emergency Response Plan

2015 - 2016

Queensland
Government

A current hardcopy of this plan should be kept on file and be accessible in the event of a disaster or emergency.

Emergency Response Plan key contact

Key Contact:	[Name]
Phone Details:	[Phone]
Email Details:	[email]
Campus/es included:	[School/ Campuses name/s]
Document Status:	[Draft /final]

Details

School or Campus/es	
Physical Address	
DET Region	

Approvals

Name	Title	Signature	Date
[Name]	Principal		
[Name]	Regional Director or delegate		

Review

Next review date	

Contents

1. Purpose

The purpose of this Emergency Response Plan (ERP) is to provide details of how <insert school name> will prepare for and respond to a disaster or emergency situations. This includes weather, geological, biological or human events that pose risks to life, property or the environment

2. Scope

This Emergency Response Plan applies to all staff, students, visitors, contractors and volunteers at <insert school name>.

3. Response Strategies

When a school facility is impacted, or is about to be impacted, by a disaster or emergency this plan will be enacted at the direction of the Principal who assumes the role of School Response Controller (SRC). Each disaster or emergency may have extenuating circumstances which require the application of an additional appreciation to provide a solution to new risk or circumstance.

DET has adopted an *all hazards approach* to the planning of response strategies to disasters or emergencies and subsequently there are generally three response strategies that can be implemented prior to or during a disaster or emergency.

The general response strategies, which can be implemented singularly or jointly, are:

1. Evacuation of the facility;
2. Lockdown of the facility;
3. Temporary Closure of the Facility

It is also noted that disasters or emergencies may also be categorised as

- *rising tide* or *slow burn* events which enables decision makers to act prior to the impact of the event; or
- *sudden* or *spontaneous* events for which there are no warnings or indications that allow pre-emptive actions and the vent has to be responded to during or post impact.

Disasters or emergencies may occur under such circumstances that the School Response Controller can make pre-emptive decisions to take action and best prepare the students, staff or school for the event. This is the preferred scenario for DET in that when a disaster or emergency is identified as having a potential impact on a school, the School Response Controller can begin preparations as early as practicable with a view to ensuring the safety of students, staff and other stakeholders.

4. Mission

To ensure the safety of students, staff and any other persons within the facility.

To minimise the damage to DET property and facilities

To resume educational services when safe to do so.

5. Execution

Imminent event

Upon identifying an emerging risk to the School the School Response Controller (SRC) should;

1. Form the School Response Team (SRT);
2. Identify the risk and expected impact on the School;
3. Consider the courses of action;
4. Consult with stakeholders where practicable;
5. Decide on the strategy;
6. Implement the strategy;
7. Commence the Communication Strategy;
8. Brief the Regional Response Team (RRT) on the progress and status; and
9. Consider the Business Continuity Plan.

Event impact

Upon the impact of a sudden event on the School, the SRC;

1. Assess safety of students and staff;
2. Advise Emergency Services if required;
3. Implement Lockdown, Evacuation or Temporary Closure if required;
4. Brief the Regional Response Controller (RRC);
5. Monitor impact of event and response;
6. Commence the Communication Strategy as practicable.

Post impact

After the event has impacted the School the following should occur;

If school has been not been temporarily closed:

1. Assess safety of students and staff;
2. Assess the status of the school, noting BAS protocols;
3. If any visible damage or potential hazards eg asbestos, site access, tree damage, then engage BAS for site inspection;

4. If required consider Temporary Closure under CE Directive 1/2015; and

5. Implement Business Continuity Plan as required.

If school has been vacated (holidays, weekends) or temporarily closed under CE Directive 1/2015 then;

1. Assess safety and wellbeing of staff;

2. Assess status of school;

3. If any visible damage or potential hazards eg asbestos, engage BAS for site inspection;

4. Implement Business Continuity Plan as required;

5. Decide on resuming educational services;

6. Invoke, or continue, Temporary Closure of the school under CE Directive 1.2015 as required and advise the Regional Response Controller.

7. Utilise Communication Strategy; and

8. Re-open school after conducting a Suitability Assessment and determining that it is safe to do so.

6. Administration and Logistics

The School Coordination Centre is to be located at (……………..) where the School Response Controller (SRC) and the School Response Team (SRT) will operate if practicable. This facility has the requisite support for occupation, communications capability and other resources for the response structure. The alternate location is at ….

Hard copies of the School Emergency Response Plan should be stored in the main Administration building of the school, held by the Principal and other staff who form part of the School Response Team.

Section 19 – provides a document, the Suitability Assessment, to be used to support the decision making around keeping schools temporarily closed or re-opening.

7. Command and Communications

The Principal will assume the role of the School Response Controller (SRC) and will form, and chair, the School Response Team (SRT).

The SRC is responsible for making decisions about the temporary closure and re-opening of schools in accordance with the CE Directive 1/2015.

When formed, the SRT is to establish and maintain communications with the Regional Response Team as practicable. In the absence of communications the SRC must operate independently until communications are able to be established.

The SRC is to maintain contact with the LDMG and attend scheduled meetings if possible or send a delegate.

The School Response Team is as follows:

(Should be edited to suit the location's requirements.)

Role	Assigned staff including shadow		Contact details
Response Controller	Primary contact		
	Back-up contact		
Operations Officer	Primary contact		
	Back-up contact		
Logistics Officer	Primary contact		
	Back-up contact		
Communications Officer	Primary contact		
	Back-up contact		
Finance Officer	Primary contact		
	Back-up contact		
Safety and Wellbeing Officer	Primary contact		
	Back-up contact		
Advisory Group			

Some schools due to their size will not have the staff to fill the suggested positions and available staff will have to undertake multiple roles.

A list of key contacts is included in this ERP. It lists the school and regional response entities and mechanisms to assist communications before, during or after an event. It also lists other agency and stakeholder contact points.

8. School/Campus Map

<Insert Area map here.>

Distance to off-site assembly point: Approx time to reach off-site assembly point:	

Legend	
Primary assembly point	☆
Route to Primary assembly point	—
Off-site assembly point	★
Route to Off-site assembly point	...
Emergency services access point	

9. Evacuation Response

The fields below contain example responses for guidance and should be edited to suit the location.

Priority	Safety of students, staff, parents, members of the community and/or site visitors.
Reporting the emergency	• Contact Emergency Services immediately on 000 • Notify the Regional Director
Evacuation *Edit to suit the location*	**Signal**
	Procedure
	Special considerations
	Special responsibilities
Evacuation assembly *Edit to suit the location, replacing the example with the process in black font.*	**Assembly area/s**
	Assembly procedure 1. Class lists/rolls are checked. 2. Report all students/persons unaccounted for to the Principal (or delegate).
Evacuation clearance *Edit to suit the location, replacing the example with the process in black font.*	1. No person is to return to any area of the school until advised by the Principal. 2. One blast on the alarm is the clearance signal.
General principles *Edit to suit the location, replacing the example with the process in black font.*	Evacuation procedures will be displayed on Emergency Evacuation maps in all rooms. 1. **FIRST PRIORITY** is to the safety of pupils and persons in the school. 2. **ALL** staff, parents and visitors are automatically involved. 3. **CONTRACTORS** should sign the Visitors book at the office. 4. **ALL VOLUNTEERS** in school should sign in the 'Volunteers' book in the classroom or in Tuckshop. 5. **TUCKSHOP** manager and volunteers must follow the Evacuation Procedures including bringing the sign on book. 6. **PARENT HELPERS/TUTORS** must follow Evacuation Procedures. 7. **NO** person should be placed in a position of risk. 8. **EVACUATION** drill will be conducted at least twice a year. Annual revision of the use of Fire Extinguishers will be conducted.

	9. **PRINCIPAL OR DELEGATE** is responsible for ensuring the electricity is turned off and that Emergency Services are contacted and given every assistance.
Communications *Edit to suit the location, replacing the example with the process in black font.*	• *If the evacuation goes for an extended time then the Response Controller activates the Communications Plan to inform the parents and stakeholders via the established formats.*
Pre-arrangements *Edit to suit the location, replacing the example with the process in black font.*	• *Site Emergency Evacuation Maps must be clearly displayed in all rooms.* • *Visitor sign-in registers maintained in the office or Tuckshop.* • *Emergency class lists kept by exit door.* • *Relief staff provided with Evacuation summary.*

10. Lockdown Response

The fields below contain example responses for guidance and should be edited to suit the location.

Priority	This procedure minimises access to the school environment and secures all persons in rooms.
Reporting the emergency	• Contact Emergency Services immediately on 000 • Notify the Regional Director
Lockdown *Edit to suit the location, replacing the example with the process in black font.*	**Signal**
	Procedure 1. Administration doors are locked by office personnel. 2. Classroom doors are locked by teachers. 3. Access to any and all persons denied. 4. All outside activities and lessons stop immediately and students are taken to the nearest classroom. 5. If a class or group are not on the school site the teacher should keep the students off-site until an all clear signal is given to return. 6. Staff not in their own classroom will remain in the building and/or room they are currently in until told it is safe to move. 7. Class lists/rolls are checked. 8. Report all students/persons unaccounted for to the Principal (or delegate). 9. Students are to remain calm and silent inside classrooms out of line of sight i.e. under desks or against walls. 10. Toilet block checked by executive staff or principal (if safe to do so) to ensure all students are safely in their rooms. 11. Names of missing students should be provided to executive and front office as soon as possible. 12. Staff and students remain in their rooms until told that the school is safe.
	Special considerations
	Special responsibilities
Lockdown cancellation *Edit to suit the location, replacing the example with the process in black font.*	1. Staff and students remain in their rooms until advised by the Principal that the Lockdown procedure is cancelled. 2. One blast on the alarm is the clearance signal.
General principles *Edit to suit the location, replacing the example with*	• These help to prevent persons from entering the school site. • Normal school routine should re-commence as soon as possible after the event.

the process in black font.	• Staff to be vigilant in reporting the entry of unauthorised person or persons onto the school grounds.
Communications *Edit to suit the location, replacing the example with the process in black font.*	• If the lockdown goes for an extended time then the School Response Controller informs the parents and stakeholders via Communications Strategy utilising established formats.
Pre-arrangements *Edit to suit the location, replacing the example with the process in black font.*	• Facilities can be locked internally. • Visitor sign-in registers maintained in the office or Tuckshop. • Emergency class lists kept by exit door. • Relief staff provided with Lockdown summary. • Staff and students will be made aware of this signal and its meaning and importance at regular times throughout the year.

11. Temporary Closure Response

The fields below contain example responses for guidance and should be edited to suit the location.

Priority	Safety of students, staff, parents, members of the community and/or site visitors. Staff and students must remain off-site until advised by the School Response Controller (Principal) that the school or campus is safe and available to be re-occupied and re-opened.
Decision	In accordance with CE Directive 1/2015. Consultation undertaken prior to decision to temporarily close a State School with Regional Director, Local Disaster Management Group and Advisory Group as practicable.
Reporting the closure *Edit to suit the location, replacing the example with the process in black font.*	1. *Notify the Regional Director or delegate* 2. *Notify the local Radio Station* 3. *Notify staff – phone tree* 4. *Notify school community – school website, school sms messaging* **5.** *Notify other stakeholders*
Temporary Closure *Edit to suit the location, replacing the example with the process in black font.*	**Prepare** • *Engage the site's Response Team* • *Prepare for Temporary Closure Plan with stakeholders* • *Undertake required communications* **Respond** • *Monitor the event and stay informed* • *Maintain communications with the LDMG and RRT* • *Wait till safe to deploy to site for inspection* • *Inspect facilities/campus to identify damage. Report damage to BAS and RRT.* • *Assess staff status and support required* • *Engage Business Continuity Plan as required* • *Undertake Suitability Assessment for decision to re-open or not.* **Recover** • *Liaise with BAS and RRT re repair schedule* • *Manage and support staff welfare issues* • *Monitor business continuity activities* **Special considerations**
Re-opening *Edit to suit the location*	1. *Notify the Regional Director – if unavailable advise ESMU* 2. *Notify Radio Station* 3. *Advise P&C*
General principles	• 'Safety before schedule' Normal school routine should re-commence as soon as possible after the event and when safe to do so.
Communications	• The School Response Controller informs the parents and stakeholders via the Communications Strategy using the established formats.

12. Specific emergencies – response procedures

The fields below contain example responses for guidance and should be edited to suit the location.

Building Fire _Edit to suit the location, replacing the example with the process in black font._	**<As appropriate insert any additional mitigation steps relevant to your facility that you have identified in your risk assessment>** • _Call 000 for emergency services and follow advice._ • _Activate the fire alarm._ • _Report the emergency immediately to the School Response Controller who will convene your SRT if necessary._ • _Extinguish the fire (only if safe to do so)._ • _If appropriate, follow the procedure for on-site evacuation._ • _Evacuate to the <Insert the location of your assembly point/s>, closing all doors and windows._ • _Check that all students, staff, visitors and contractors are accounted for._ • _Contact parents as required._
Bushfire _Edit to suit the location, replacing the example with the process in black font._	**<As appropriate insert any additional mitigation steps relevant to your facility that you have identified in your risk assessment>** • _Call 000 for emergency services and follow advice._ • _Report the emergency immediately to the School Response Controller who will convene the SRT if necessary._ • _Determine appropriate response strategy (evacuate or lockdown) in consultation with emergency services, if possible._ • _Provide advice to Emergency services regarding any hazards within the school, eg. gas cylinder location._ • _If evacuation is required and time permits before you leave:_ • _Make sure you close all doors and windows_ • _Turn off power and gas._ • _Check that all students, staff, visitors and contractors are accounted for._ • _Listen to TV or local radio on battery-powered sets for bushfire/weather warnings and advice._ • _Contact parents as required._
Major external emissions/spill (includes gas leaks) _Edit to suit the location, replacing the example with the process in black font._	**<As appropriate insert any additional mitigation steps relevant to your facility that you have identified in your risk assessment>** • _Call 000 for emergency services and follow advice._ • _Report the emergency immediately to the School Response Controller who will convene the SRT if necessary._ • _Turn off gas supply._ • _If the gas leak is onsite, notify your gas provider._ • _If appropriate, follow the procedure for on-site evacuation._

	- Alternatively this may need to be to an off-site location. - Check students, staff and visitors are accounted for. - Await 'all clear' advice from emergency services or further advice before resuming normal school activities. - Contact parents as required.
Intruder *Edit to suit the location, replacing the example with the process in black font.*	**<As appropriate insert any additional mitigation steps relevant to your facility that you have identified in your risk assessment>** - Call 000 for emergency services and seek and follow advice. - Report the emergency immediately to the School Response Controller. - Do not do or say anything to the person to encourage irrational behaviour. - Initiate action to restrict entry to the building if possible and confine or isolate the threat from building occupants. - Determine whether evacuation or lock-down is required. Do this in consultation with the Police where possible. - Evacuation only should be considered if safe to do so. - Contact parents as required.
Bomb or substance threat *Edit to suit the location, replacing the example with the process in black font.*	**<As appropriate insert any additional mitigation steps relevant to your facility that you have identified in your risk assessment>** - Call 000 for emergency services and seek and follow advice. - Report the threat to the School Response Controller. - Do not touch any suspicious objects found. - If a suspicious object is found or if the threat specifically identified a given area, then evacuation may be considered: - If appropriate under the circumstances, clear the area immediately within the vicinity of the object of students and staff - Ensure students and staff are not directed past the object - Ensure students and staff that have been evacuated are moved to a safe, designated location - Contact parents as required. **If a bomb/substance threat is received by telephone:** - Do not hang up. - If possible fill out the bomb threat checklist while you are on the phone to the caller. - Keep the person talking for as long as possible and obtain as much information as possible. - Have a co-worker call 000 for emergency services on a separate phone without alerting the caller and notify the School Response Controller. **If a bomb/substance threat is received by mail:** - Place the letter in a clear bag or sleeve.

	• Avoid any further handling of the letter or envelope or object.
	• Call 000 for emergency services and seek and follow advice.
	• Notify the School Response Controller.
	If a bomb/substance threat is received electronically or through the school's website:
	• Do not delete the message
	• Call 000 for emergency services and seek and follow advice
	• Notify the School Response Controller.
Internal emission or spill *Edit to suit the location, replacing the example with the process in black font.*	<As appropriate insert any additional mitigation steps relevant to your facility that you have identified in your risk assessment> • Call 000 for emergency services and seek and follow advice. • Report the emergency immediately to the School Response Controller who will convene your SRT if necessary. • Move staff and students away from the spill to a safe area and isolate the affected area. • Seek advice in regards to clean up requirements, and if safe to do so, the spill can be cleaned up by staff. Personal Protective Equipment should be worn as per the requirements of the Material Safety Data Sheet and Safety Work Procedure. • Contact parents as required.
Severe Weather event *Edit to suit the location, replacing the example with the process in black font.*	<As appropriate insert any additional mitigation steps relevant to your facility that you have identified in your risk assessment> **Sudden event during operational hours** • Call 000 if emergency services are needed and follow advice. • Advise the School Response Controller who will convene the SRT if necessary. • Before the storm, store or secure loose items external to the building, such as outdoor furniture and rubbish bins. • Disconnect electrical equipment – cover and/or move this equipment away from windows. • Secure windows (close curtains & blinds) and external doors. If necessary, tape windows and glass entrances. Utilise boards and sandbags if required. • Instigate a lockdown. • During the severe storm: • Remain in the building and keep away from windows • Restrict the use of telephone landlines to emergency calls only, particularly during a thunderstorm • Report any matter concerning the safety and wellbeing of students, staff and visitors to the School Response Controller. • Listen to local radio or TV on battery-powered sets for weather warnings and advice.

	Forecast imminent event (e.g. cyclone, floods)
	• If weather warnings and advice from the State Disaster Management Group indicate that the location will be impacted by a severe weather event, the School Response Controller will follow the decision-making process to determine if the school will be temporarily closed.
	• The SRT will be convened.
	• If the school is to be temporarily closed, then all stakeholders will be advised including the Regional Director who will manage the School Closures advice.
	• The Temporary Closure procedure needs to be implemented.
	• After the event, if the school is situated in the impact zone, then Building and Asset Services (BAS) will determine if the site is safe for the School Response Controller to enter to undertake a Suitability Assessment to Re-open.
Earthquake *Edit to suit the location, replacing the example with the process in black font.*	\<As appropriate insert any additional mitigation steps relevant to your facility that you have identified in your risk assessment\>
	• Call 000 for emergency services and seek and follow advice.
	• The School Response Controller who will convene the SRT if necessary.
	• Evacuate to assembly area/s.
	• Check that all students, staff, visitors and contractors are accounted for.
	• Await 'all clear' advice from emergency services or further advice before resuming normal school activities.
	• Contact parents as required.

13. Regional Response Team & LDMG Contacts

For information about the Response Team structure or roles, refer to the *Quick Reference Guide – Response Team Roles and Responsibilities.*

The response to a disaster or emergency event will be managed by the Officer-in-Charge at the location.

Level	Team	Officer-in-Charge	Designated Officer
Region (Operational)	Regional Response Team (RRT)	Regional Response Controller (RRC)	Regional Director
School (Tactical)	School Response Team (SRT)	School Response Controller (SRC)	School Principal

The Regional Response Team is the in-line reporting structure for the School Response Team. Below is a table of contacts for the Regional Response Team.

Regional Response Team (RRT) *(Schools can insert the table provided by the Region)*

Role	Assigned staff including shadow	Contact details
Regional Response Controller	Primary contact	
	Back-up contact	
Operations Officer	Primary contact	
	Back-up contact	
Intelligence Officer	Primary contact	
	Back-up contact	
Logistics Officer	Primary contact	
	Back-up contact	
Finance Officer	Primary contact	
	Back-up contact	
Communications Officer	Primary contact	
	Back-up contact	
HR and Wellbeing Officer	Primary contact	
	Back-up contact	

14. CHIEF EXECUTIVE'S DIRECTIVE NO. 01/2015

1. Title — **Temporary Closure and Re-opening of State Schools in Disaster or Emergency Situations**

2. Purpose — To provide direction to Principals on the management of schools in disaster or emergency situations.

3. Legislative authority — This Directive is made pursuant to s.4 of the *Education (General Provisions) Regulation 2006* (EGPR).

4. Application — This Directive applies to Principals in line with their managerial responsibilities under s.5 of the EGPR and to Regional Directors in respect of their support of and managerial responsibility for schools in their Region.

5. Effective date — This Directive repeals *Chief Executive's Direction No.1 of 2010*. This Directive takes effect from 1 October 2015.

Authority

6. Under this directive, the Chief Executive gives authority to:
   a. Principals to temporarily close their school or campus in a disaster or emergency situation and to re-open their school or campus; and
   b. the Regional Director to, where the Principal has not already acted, to temporarily close a school, campus or schools in a disaster or emergency situation.

7. Other agencies may use their legislative powers to direct the temporary closure of a school, campus or schools. This includes the District Disaster Co-ordinator's (DDC) authority under the *Public Safety Preservation Act 1986* (PSPA).

Decision to temporarily close a school or campus

8. The person responsible for deciding to temporarily close a school or campus in a disaster or emergency situation is the Principal.

9. In making the decision to temporarily close a school or campus, the Principal of the school must:
   a. consider available disaster or emergency information relevant to their locale;
   b. consider advice of their Regional Director/Regional Response Controller (RRC) where available;
   c. consult with other principals where practicable;
   d. consider the Standard Emergency Warning Signal (SEWS) where an alert is issued for the area;
   e. consider advice from the Local Disaster Management Group (LDMG) and/or District Disaster Management Group (DDMG) where available; and
   f. consider other local stakeholder (e.g. P&C) input where applicable.

10. In making the decision to direct a Principal to temporarily close a school, campus or schools in a geographical area, the Regional Director must:
    a. consider available disaster or emergency information relevant to the locale;
    b. consult with principals where practicable;
    c. consider advice from the Local Disaster Management Group (LDMG) and/or District Disaster Management Group (DDMG) where available.
    d. consider the Standard Emergency Warning Signal (SEWS) where an alert is issued for the area;
    e. consult with the Department's Executive Response Controller; and
    f. consult with the non-State sector in the region where practicable.

11. Where students are unable to access safe transport, the Principal must make arrangements to ensure the safety of students at the school or campus, or an alternative site.

12. The Principal may release school staff not necessary for the supervision of students.

Communicating the decision to temporarily close a school or campus

13. The Principal of the school must make reasonable attempts to communicate the decision to temporarily close a school or campus to:
    a. the Regional Director;
    b. the school community including the Parents and Citizens' Executive;
    c. all service providers using the site or campus where applicable; and
    d. the DET Emergency and Security Management Unit (ESMU) if the Regional Director is unavailable.
14. The Regional Director may advise the media of the closure in order to facilitate communication with the community of the temporary closure.
15. The Regional Director must arrange for the closure information to be notified through the school closure website.
16. Where the temporary closure of a school or campus arises during the school day, the Principal must make reasonable attempts to contact parents to make arrangements for the transportation of students to a place of safety.
17. Where the decision to temporarily close the school or campus is made outside of normal school hours, the Principal must make reasonable attempts to notify students, parents, staff, other service providers and the school community of the temporary closure.

Decision to re-open the school or campus

18. The person responsible for deciding to re-open a school or campus following the end of a disaster or emergency situation is the Principal.
19. In making the decision to re-open a school or campus, the Principal must satisfy themselves that it is safe to re-open the school taking into account:
    a. the accessibility to and from the site;
    b. the condition of the site and infrastructure;
    c. the availability and impact of essential services;
    d. available emergency information; and
    e. the advice of their Regional Director where practicable.

Communicating the decision to re-open a school or campus

20. The Principal must make reasonable attempts to communicate the decision to re-open a school or campus to:
    a. the Regional Director;
    b. the school community including the Parents and Citizens' Executive;
    c. all Service providers using the site or campus where applicable; and
    d. the DET Emergency and Security Management Unit (ESMU) if the Regional Director is unavailable.
21. The Regional Director may advise the media of the re-opening in order to facilitate communication with the community of the re-opening.
22. The Regional Director must arrange for the re-opening information to be notified through the school closure website.

Definitions

For the purpose of this directive the following definitions apply:

DET Executive Response Controller

A person appointed by the Director-General who is responsible for the co-ordination of emergency operations in DET. This is generally the Assistant Director-General, Infrastructure Services Branch.

District Disaster Coordinator (DDC)

The Commissioner, Queensland Police Service (QPS), appoints a chair to the DDC role and deputy Chair for each disaster district. The DDC coordinates the District Disaster Management Group (DDMG).

District Disaster Management Group (DDMG)

The DDMG is responsible for the planning, organisation, coordination and implementation of all measures to mitigate/prevent, prepare for, respond to and recover from disasters.

Disaster or emergency situation

Includes, but is not limited to, flood, fire, bushfire, cyclone, tornado, tsunami, earthquake, chemical, medical, biological, or health related matters, structural damage or other circumstances that render gathering or staying at the premises of the instructional institution temporarily unsafe.

Emergency and Security Management Unit (ESMU)

The ESMU coordinates the delivery of the Department's legislative responsibilities for the purpose of facilitating disaster management preparedness and response.

Local Disaster Management Group (LDMG)

The LDMG is responsible for the local planning, organisation, coordination and implementation of all measures to mitigate/prevent, prepare for, respond to and recover from disasters.

Principal

The person ordinarily in day-to-day charge of the State school or the person in charge in the absence of the Principal (*see* s.9 of the EGPR).

Regional Director

The person with responsibility for the management of the Department of Education and Training (DET) region.

Regional Response Controller

Person appointed to coordinate the regional preparation, response and recovery effort. Typically the Regional Director located in the vicinity of the disaster or emergency situation or their delegate.

State school

For the purposes of this Direction, means a State Instructional Institution established under s.13 or 14 of the *Education (General Provisions) Act 2006 (EGPA)*, namely State primary, secondary or special education schools, environmental education centre and outdoor education centre. A school may have an additional site(s) referred to as a campus.

Standard Emergency Warning Signal (SEWS) alerts

Broadcast if the following four factors are present:

  a. Potential for loss of life and/or a major threat to a significant number of properties or the environment. Usually the threat/impact would be the lead item in local news bulletins;
  b. A significant number of people need to be warned;
  c. Impact is expected within 12 hours - or is occurring at the time; and
  d. One or more phenomena are classified as "destructive".
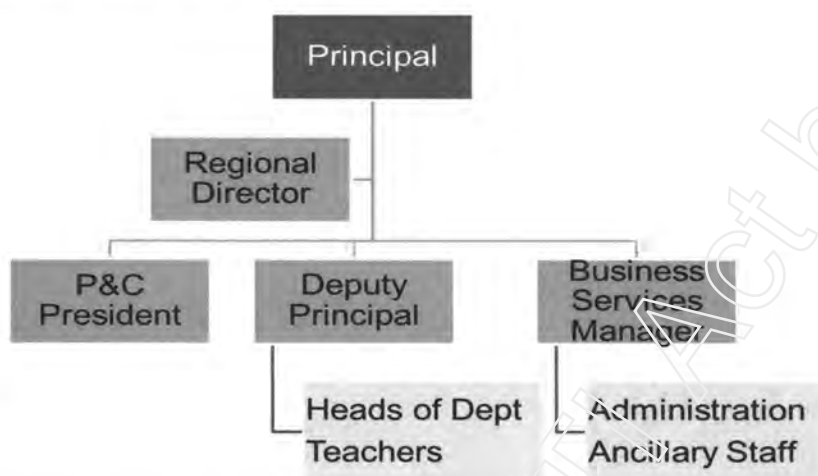
Further information

The CE Directive can be located on the Directives http://ppr.det.qld.gov.au/corp/infrastructure/facilities/Procedure Attachments/Disaster-and-Emergency-Management/(http:/ppr.det.qld.gov.au/pif/directives/Pages/default.aspx)page of the Department's *Policies and Procedures Register (http://ppr.det.qld.gov.au/Pages/default.aspx)*. Effective from 6 October 2015.

15. School communications details

Phone tree

In a disaster or emergency event, the following phone tree will be activated.

(Example only, please adjust for the location.)

School personnel contact details

Role	Name	Email(s)	Phone No. (Day)	Phone No. (After Hours)

16. External Emergency numbers

(Applicable for the location)

Display a copy of this list next to your administration phone/s.

Group	Contact/details	Phone number
Police	Life-threatening or time critical emergency	000 – calling from land line
	Non-life threatening incident	131 444
	Local Police Station	
Ambulance		000
LDMG		
DDMG		
Qld Fire and Emergency Services (QFES)		000
State Emergency Service (SES)		132 500
Hospital/s		
Electricity	Local number	
Water Corporation	Local number	
Gas supplier		
Building and Asset Services	Regional Manager	
Department of Community Safety (Regional Office)		
Child Safety Services	http://www.childsafety.qld.gov.au/contacts/index.html	1800 811 810 (Qld only)
Dept of Natural Resources & Mines	https://www.dnrm.qld.gov.au/our-department/contact-us	13 QGOV (13 74 68)

DET Contacts (When RRT not enacted)

Key contact	Contact/details	Phone number
Assistant Regional Director		
Infrastructure Manager		
Regional Health & Safety Consultant		
DET Emergency & Security Management Unit (ESMU)	qld-dete-emru@id.ngcomms.net	07 3034 6012

Local Community Contacts

	Contact/details	Phone number
Transport Operator		
After-hours Care Operator		
Tuckshop Convenor		

17. Students/Staff requiring assistance to evacuate

(This table can be removed from the ERP stored in the Central Storage Repository and kept in the version kept locally.)

* *Response – evacuation, lockdown or temporary closure.*

Name	Class/ Room	Condition	Response*/ Assistance required	Person responsible	Family/Carer contact & mobile

18. Specialist trained Staff

(E.g. First Aid, Fire Warden, Chainsaw qualified etc)

Staff Member	Training	Date Qualified To

19. Building information summary

Telephones (Landlines):

Location	Number	Location	Number

Alarms	Location	Monitoring Company	Location of Shut-off Instructions
Fire:			
Intrusion:			
Other:			

Utilities	, Location	Service Provider	Location of Shut-off Instructions
Gas / Propane:			
Water:			
Electricity:			
Solar			

Sprinkler System

Location of Control Valve:	
Location of Shut-off Instructions:	

Boiler Room

Location:	
Access:	

Emergency Power System

Type:	
Location:	
Provides Power To:	
Location of Shut-off Instructions:	

Building and Site Hazards

Hazard Description	Location

20. Suitability assessment to re-open the school or campus.

After an event which has caused the school to temporarily be closed the following process needs to occur in the course of deciding to re-open the school. Principals need to undertake an assessment to determine to the impact of the event on essential infrastructure and resources

```
┌─────────────────────────┐
│ School Temporarily      │────────┐   ╱╲ Event ╱╲
│ Closed by CE Directive  │        └──▶      ★
│ 1/2015                  │
└─────────────────────────┘
                                        │
                                        ▼
        ┌──────────────────────────────────────────────────────┐
        │ BAS undertake initial assessment of site for         │
        │ damage and impact.   When it is safe to do so!       │
        └──────────────────────────────────────────────────────┘
              │                                        │
              ▼                                        ▼
┌────────────────────────────┐          ┌────────────────────────────┐
│ School Response            │          │ SRC Not Present            │
│ Controller (SRC)           │          │ BAS Site Attendance        │
│ Present – BAS provide      │◀─────────│ Notification               │
│ details of initial inspection│        │ Sticker                    │
│ and issues Site Attendance │          └────────────────────────────┘
│ Notification Sticker       │
└────────────────────────────┘
              │
              ▼
┌──────────────────────────────────────────────────────────────────┐
│ SRC reviews damage assessment and BAS observations                │
│ Priority works undertaken by BAS.                                 │
│ In consultation with BAS and DET Regional Infrastructure Advisers │
│ SRC undertakes *Suitability Assessment to Re-Open*                │
└──────────────────────────────────────────────────────────────────┘
              │
              ▼
        ┌──────────────────────────────────────┐
        │ SRC DECISION to REOPEN SCHOOL        │
        │ OR REMAIN CLOSED                     │
        └──────────────────────────────────────┘
```

SUITABILITY ASSESSMENT

Item	Considerations		Observation/Mitigation
STAFFING			
Has the event impacted on staff availability to support an acceptable staff/student supervision ratio?	Yes	If there is limited capacity to supervise students safely then remain closed. Consider contacting the Regional Response Team to request staff wellbeing support.	
	No		
ACCESS			
Is there a Police or District Disaster Management Group direction to close the school?	Yes	If the direction has not been revoked then the school or campus must remain closed.	
	No		
Does storm debris prevent safe movement around the school?	Yes	Is there a large amount of debris in school or campus grounds that prevents safe movement or supervision around the site? Can affected areas be barricaded and traffic diverted to allow safe movement around the school or campus?	
	No		
Are access roads to the school cut by debris, downed power lines or flood waters?	Yes	Liaise with the Local Disaster Management Group (LDMG) to determine when the roads will be safe to travel. Ensure access roads are not at risk of being cut off due to rising flood waters that will inhibit staff and students to leave the site safely. Contact the Local Disaster Management Group or the Police.	
	No	If the site can be accessed safely then consider re-opening if there are sufficient resources to provide for the safe supervision of students.	
BUILDINGS			
Have buildings been damaged?	Yes	If all buildings are damaged then then school or campus remains temporarily closed.	

Item		Considerations	Observation/Mitigation
		If not all buildings are damaged then consider the following: • Can access to damaged buildings be restricted to allow safe unimpeded access to other areas of the school or campus? • Are there sufficient teaching spaces available to deliver services (even in a limited capacity)? • Have Building & Asset Services (BAS) inspected the buildings and provided certification that the buildings are safe to reoccupy?	
	No		
HAZARDS			
Has asbestos-containing material (ACM) been exposed/damaged in the school grounds? Or other there other hazards that prevent human occupation eg mud, mould?	Yes	DET Policy is that no persons can be in the vicinity of damaged ACM or on site when ACM removal is undertaken. If ACM requires specialist removal then the school or campus needs to stay closed. Contact Building & Asset Services (BAS).	
	No		
WATER			
Has water supply to school been disrupted?	Yes	If Yes, can bottled water be sourced quickly for staff/student use? Parents can be asked to provide water for students but some bottled water will be required for emergencies. If Yes, is water available for amenities such as toilets? Contact the Infrastructure Manager.	
	No		
TOILETS			
Have septic tanks, sewer treatment equipment or sewage pumps been affected?	Yes	Have all the grounds been affected by sewage overflow or just an area? Can this area be barricaded off to restrict access without impacting on teaching space?	
	No		

Item	Considerations		Observation/Mitigation
Are the toilet buildings functioning and safe to be used?	Yes	Are they structurally safe and accessible?	
	No	Are other facilities available nearby or can Porta-loos be sourced.	

COMMUNICATIONS

Have external telecommunications been affected?	Yes	If landlines have been affected then is there mobile phone capacity? Are mobile phones readily accessible? Are satellite phones required? Does an adjoining site have phones?	
	No		

ELECTRICITY

Has the electricity supply been affected?	Yes	Are there power lines down within the school? Contact power supplier immediately. School must remain closed. Does the school have an external generator supply point installed? Can the supervision of students be undertaken without power to the classrooms? Is power required to operate the septic tanks?	
	No		

OTHER ISSUES

DECISION RECORD

Record the decision to keep the school *Temporarily Closed* or to *Re-open* the school.

Signature:	Date :	Time:
Name:	Position:	

Uncontrolled copy. Refer to the Department of Education and Training Policy and Procedure Register at http://ppr.det.qld.gov.au to ensure you have the most current version of this document.   Page **31** of **31**

Quick Reference Guide

Disaster and Emergency Management Framework

Procedure

```
Disaster and Emergency
Management Procedure
```

Arrangements

```
The DET Disaster and Emergency
Management Arrangements
```

Structure

Level	Entity	Location	OIC	Plans
STRATEGIC (Executive)	Executive Response Team	Executive Coordination Centre	Executive Response Controller	Executive Emergency Response Plan
OPERATIONAL (Region)	Regional Response Team	Regional Coordination Centre	Regional Response Controller	Regional Emergency Response Plan
TACTICAL (School)	School Response Team	School Coordination Centre	School Response Controller	School Emergency Response Plan

Quick Reference Guide

Emergency Management Planning

Response Team Roles and Responsibilities

When the Department's disaster and emergency management arrangements are implemented, there is a requirement for each level (Executive, Regional or School) to form a Response Team. This forms part of the temporary organisational and reporting structure for a designated period. The Departments Response Structure is as follows:

State
- WoG Co-ordination
- Government Policy
- C'wth Liaison
- Public Information

Director General

Strategic (Executive)
- Set strategy
- Guide & advise
- Monitor
- Support

ERC
Executive Response Team
Executive Coordination Centre

Operational (Regional)
- Manage
- Plan
- Coordinate
- Resource

RRC
Regional Response Team
Regional Coordination Centre

Tactical (School)
- Respond
- Implement
- Coordinate

SRC
School Response Team
School Coordination Centre

Key

ERC - Executive Response Controller
RRC - Regional Response Controller
SRC - School Response Controller

Lead
Team
Centre

The Response Teams are the Department's operational and decision making authority at their requisite level. They are activated and chaired by the Response Controllers. These Teams should have arrangements in place to enable a close working relationship with other relevant DET Response Teams,

DET areas and any external supporting agencies. The mechanism for coordination activities with other agencies will be via the Operations function, or via an Advisory Group, if the complexity of the event requires the formation of such a group. The scale of the activation of the Response Team will be determined by the Response Controller.

The Teams will be comprised of experienced officers of the department who are competent to undertake their required roles either by the alignment of their current duties or their training.

Response Team levels and leadership

Level	Team	Officer-in-Charge	Designated Officer
Executive (Strategic)	Executive Response Team (ERT)	Executive Response Controller (ERC)	Assistant Director-General - Infrastructure Services Branch
Region (Operational)	Regional Response Team (RRT)	Regional Response Controller (RRC)	Regional Director
School (Tactical)	School Response Team (SRT)	School Response Controller (SRC)	School Principal

Response Team Structure

The structure of the Response Team will vary depending on level, location, available resources, the scale of the disaster or emergency event and the severity of the impact. In general, to ensure a location can respond effectively in a disaster or emergency event, the following areas of responsibility must be considered when developing the structure of the Response Team.

As part of the emergency management planning for each level and location, the staff who will be assigned the recommended roles and responsibilities should be identified and included in the Emergency Response Plan (ERP). These roles may have some variation across the levels of the response.

The format of the structure supports and aligns to other disaster management entities e.g. State Disaster Management Arrangements, Emergency Services and Local Government structures.

Executive/Region/School Response Team Roles

Role	Responsibilities
Response Controller	Overall lead and coordinator of the disaster or emergency response and recovery.
Infrastructure (Operations)	Responsible for collecting and processing information about the incident and response status (situational awareness). Also responsible for managing and tasking additional resources to support operations and maintaining liaison with external agencies. Responsible for overall management of the Coordination Centre and preparation of any assessments if required and any enhanced Response Plans.
Educational Services (Logistics/Resources)	Responsible for securing materials, resources, services and additional staff to sustain operations and restore educational services (Business Continuity).
CEP (Public Information Officer)	Information and communications management internally and externally– see the *Disaster and Emergency Communications Strategy*.
Finance (Finance)	Supports the other functional areas through the financing of operations as well providing administrative support and management of the Coordination Centre. Responsible for tracking of response costs for corporate accounting.
HR and Wellbeing (Support)	Conduct activities to support staff resilience. Monitoring the management of risk, welfare safety of all staff through the advice on entitlements, welfare and wellbeing support.
Advisory Group	Senior or Specialist staff or stakeholders who provide advice and guidance to the Response Controller.

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Disaster and Emergency Communications Strategy

Communications Stakeholders		Preparedness	Response	Recovery
DET (Strategic role)	**Executive Coordination Centre (ECC)** • DET and Senior Management • State Disaster Management Group (SDMG)/District Disaster Management Group (DDMG) • State Community • Other Agencies • Community Engagement and Partnerships (CEP)	**INTERNAL** – focussed on safety and event preparation • Alerts (OCA) • Situation Reports (OCA) • General preparation advice • Staff, student well-being and safety **EXTERNAL** • State School closures and other facilities closures • Support whole-of-government communications • General safety and preparation messages • Liaise with Other Agencies	**INTERNAL** • Alerts (OCA) • Situation Reports (OCA) • DET employee safety, leave arrangements and entitlements **EXTERNAL** • State School closures and other facilities closures • Support whole-of-government communications • Relay general community safety messages	**INTERNAL** • Alerts (OCA) • Situation Reports (OCA) • High Level Recovery Advice • Staff wellbeing and resilience • Ongoing safety • Staff entitlements and leave arrangements **EXTERNAL** • State School and other facilities re-openings • Support whole-of-government communications • Relay recovery information • Relay general community safety messages
REGION (Operational role)	**Regional Coordination Centre (RCC)** • District Disaster Management Group (DDMG)/ Local Disaster Management Group (LDMG) • Principals • DET employees (Region) • Community • Support Agencies	**INTERNAL** – focussed on region-specific issues relating to preparation and recovery, staff and student safety and wellbeing • Forward Alerts (OCA) • Situation Reports (OCA) • Reporting of school and other facilities closures via School Closures System • School site preparation advice • Staff, student well-being and safety **EXTERNAL** – provide local regional context • Support ECC & whole-of-government communications • Communicate with local stakeholders • Region-specific safety and preparation	**INTERNAL** – focussed on region-specific issues relating to preparation and recovery, staff and student safety and wellbeing • Forward Alerts (OCA) • Situation Reports (OCA) • Reporting of school and other facilities closures via School Closures System • DET employee safety, leave arrangements and entitlements **EXTERNAL** – provide local regional context • Support ECC & whole-of-government communications • Relay general community safety messages	**INTERNAL** – focussed on region-specific issues relating to preparation and recovery, staff and student safety and wellbeing • School re-openings via the School Closures System • School/site specific recovery information and business as usual advice • Region-specific updates • Situation Reports (OCA) • Staff wellbeing and resilience • School/site-specific safety (debris, asbestos) **EXTERNAL** – provide local regional context • Relay recovery information • School re-openings • Relay general community safety messages
SCHOOL (Tactical role)	**School Coordination Centre (SCC)** • Local Disaster Management Group (LDMG) • Staff • Community • Service Providers • Other stakeholders	**INTERNAL** – focussed on staff and student safety and wellbeing • School/site updates including closures • School/site preparation advice - facilities • Staff, student well-being and safety **EXTERNAL** – Local community • school/site-specific safety & preparation advice • school/site-specific closure advice to community • Reporting of school/facilities closures via established mechanisms to RCC	**INTERNAL** – focussed on staff and student safety and wellbeing • Relay community safety • School/site updates including re-openings • School/site-specific safety issues (debris, asbestos) **EXTERNAL** – Local community • Relay community safety messages • Reporting of school/facilities closures via established mechanisms to RCC • School/site specific recovery and re-opening information	**INTERNAL** – focussed on staff and student safety and wellbeing • School/site specific recovery and business as usual advice – damaged facilities, repairs, clean-up measures • Targeted staff wellbeing and resilience **EXTERNAL** – Local community • School/site specific recovery and re-opening information • Ongoing school and community safety messages (school site safety, special circumstances, asbestos)

Uncontrolled copy. Refer to the Department of Education and Training Policy and Procedure Register at www.ppr.det.qld.gov.au to ensure you have the most current version of this document.

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Procedure

Disaster and Emergency Management

Audience

Department-wide

Purpose

This procedure directs the arrangements and responsibilities required for department-owned schools and workplaces to effectively manage the department's response to a disaster or emergency event.

Overview

From time to time, the impact of disasters and emergency events on a school or multiple schools requires a capability within DET to prepare and respond in a coordinated approach. The first priority in the case of a disaster or an emergency event is the immediate and ongoing safety of students and staff.

To prepare for, and respond to a disaster or emergency situation, DET requires that all department-owned schools and workplaces must have a current Emergency Response Plan (ERP). The ERP must contain a risk assessment, address hazards and potential threats to the location (school, regional office or executive centre) and identify appropriate responses to mitigate the risks and recover from the event.

During the response phase the department will implement a three tiered response structure to meet the needs of the department and connect with the State Disaster Management Arrangements.

The second priority is to continue to operate the department's essential services during and beyond a major business interruption or outage. Each school's Emergency Response Plan will be supported by the region's Business Continuity Management Plan to ensure that normal business is resumed as quickly as possible.

Useful resources:

- DET Disaster and Emergency Management Arrangements
- Quick Reference Guide – Disaster and Emergency Management Framework

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Responsibilities

During normal business operations;

All Principals are required to:

- Develop their School Emergency Response Plans (ERPs) in consultation with the relevant Disaster Management Group, the region and/or the Emergency and Security Management Unit (ESMU) prior to the annual commencement of the natural disaster season;

- Ensure the ERP is available through the department's nominated central storage location;

- Coordinate training and exercising of local disaster or emergency management arrangements annually to ensure that processes work and are familiar to everyone;

- Review ERPs each semester and after a disaster or emergency to ensure all risks are identified and managed;

- Ensure that contact details identified in the ERP are reviewed regularly and updated as required; and

- Ensure that the ERP can be successfully operationalised by a number of school staff in the event of the Principal being off site.

Regional Directors are required to:

- Develop their Regional Emergency Response Plans (ERPs) in consultation with the relevant Disaster Management Group, the Executive and/or the Emergency and Security Management Unit (ESMU) prior to the annual commencement of the natural disaster season;

- Ensure that schools and workplaces, within their region, including the regional office, have conducted annual training prior to the commencement of the natural disaster season;

- Ensure that regional staff, including members of the Regional Response Team (RRT), have a clear understanding of their Regional Emergency Response Plan (ERP) and undertake annual training;

- Ensure the Region's Emergency Response Plan includes business continuity strategies, workarounds and resources to ensure essential services can continue to operate through, or resume operations as soon as practicable after, a business disruption; and

- Review and assure, or cause to be reviewed and assured, the school Emergency Response Plans.

Emergency and Security Management Unit (ESMU)

- Assist all department-owned schools and workplaces in meeting their mandatory responsibilities in a disaster or emergency event by providing advice and assistance during the planning, preparedness and recovery phases;

- Provide support to the Executive Response Controller and manage the Executive Coordination Centre in the response phase to a disaster or emergency;

- Lead the development of the Executive Emergency Response Plan (ERP);

- Develop and maintain a Staff Disaster Readiness Strategy which should include the delivery of training and exercises for the Executive and Regional levels; and

- When the ERT is not activated to provide support to the Regions and/or the Schools during a response or recovery.

The Executive Response Controllers (Assistant Director-General ISB) is responsible for:

- Approving the Executive Emergency Response Plan, formulating the Executive Response Team and providing an Executive Coordination Centre for operations.

During a disaster or emergency event

Executive Response Controller (Assistant Director-General ISB):

- Responsible for leading the department's disaster and emergency operations from the Executive Coordination Centre (ECC);
- Activates the Executive Response Team (ERT) assigning responsibilities including operations, intelligence, logistics, HR and wellbeing functions as required; and
- Managing data/reports, liaising with the SDCC and other Agencies in response to a disaster or emergency event.

Regional Response Controller (Regional Director) is:

- Responsible for managing the Region's disaster and emergency operations, usually from the Regional Coordination Centre (RCC);
- Required to activates the Regional Response Team (RRT) as required;
- Be responsible for the allocation or coordination of resources to support schools to respond and recover including the DHPW BAS response, liaising with the District Disaster Management Group (DDMG) or Local Disaster Management Group (LDMG) and staff wellbeing;
- To manage the School Closures website which provides information to inform the SITREPs for the ERT and the State Disaster Coordination Centre; and
- To nominate the Business Continuity Coordinator to manage the necessary resources and business continuity activities in the event of a business interruption or outage during or after a disaster or emergency event.

School Response Controller (Principal/Executive Principal) is:

- To lead the school response to a disaster or emergency event;
- To respond in accordance with any established plans and if police are requested, or attend, to support their response as practical;
- To coordinate the school's disaster and emergency operations from the School Coordination Centre (SCC) if practicable;
- Responsible for actioning the determined response (Lockdown, evacuation, temporary closure or other response) to a disaster or emergency event;
- To liaise with the Regional Coordination Centre (RCC) and the Local Disaster Management Group (LDMG) or the departments representative at the LDMG, to provide support or request assistance required to prepare and respond; and

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- To ensure that parents are notified of the emergency when practicable, but preferably on the day of the emergency.

Process

Step 1: Create the location's (Executive, Region or School) Response Team (RT) and assign roles and responsibilities.

1. Identify the applicable location for the Coordination Centre to operate from including an alternative location.

2. Identify the Response Controller (normally the Officer-in-charge or their delegate) for the location.

3. Designate an alternate Response Controller for the location who could also assume control in the absence of the Response Controller.

4. Assign roles and responsibilities based on the number of staff and location complexities. (Include Shadow Team)

5. Deliver training to the response team and ensure they know their roles and responsibilities.

6. Understand the roles of the relevant Disaster Management Groups and the departmental response structure.

7. Post copies of your location's Response Team in plain view, and include copies in your emergency kit.

Useful resources

- Quick Reference Guide - Disaster and Emergency Management Framework
- Quick Reference Guide – Response Team Roles and Responsibilities

Step 2: Identify the risks for the location?

1. Assess and record the risks relevant to the location taking into consideration demographics, geographic factors and other site specific risk factors. Refer to the Region and School risk profiles

2. Consult with the relevant Disaster Management Group and the region to confirm your risk profile

3. Consider your risk assessment when developing the Emergency Response Plan, ensuring that you clearly identify any controls and treatments available to mitigate the risks.

Useful resources

- Enterprise Risk Management procedure
- Information Sheet: Identifying and Describing Risks
- Information Sheet: Risk Assessment
- Disaster event case studies (DET employees only)

Step 3: Plan the Emergency Response

1. Identify the disaster or emergency events (or risks) applicable to your location.

2. Plan your responses to the identified emergency events.

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3. Define your procedures – lockdown, evacuation, temporary closure. In the case of a Regional Office, or the another workplace, the need for a relocation during the response phase may be necessary.

4. Identify available communications channels and be familiar with the templates for use in accordance with the Communications Strategy advising stakeholders of relevant information about the event and in particular the status of the schools and any temporary closure or re-opening.

5. The School ERPs are to be approved by the Regional Directors. The Regional ERPs are to be approved by the ADG-ISB.

6. Publish ERP and store your ERP in DET's central storage facility prior to 1 September annually.

7. Communicate the ERP to the relevant location's community and stakeholders.

Useful resources

- Emergency Response Plan template – Schools

- Emergency Response Plan template – Regions

Step 4: Compile relevant contacts and information lists

1. Ensure completed tables in your ERP:

    - Emergency numbers sheet including relevant Disaster Management Group

    - Emergency numbers for school personnel

    - Students and staff with specialised health needs

    - Important emergency management locations

    - DET regional and central office numbers

    - Employee Assistance Program contact/s

    - DHPW BAS number.

2. Prepare an Emergency Kit and store in accessible locations and ensure the kit includes a hardcopy of the ERP. The nominated RT Logistics officer is responsible for making sure the contents of the Emergency Kit are complete.

Useful resources

    - Checklist - Emergency Kits (Schools)

Step 5: Training

1. Conduct annual training and exercising of event responses including Response Team roles and responsibilities, lockdowns, evacuations and assess ability to enact a temporary school closure.

2. Engage your relevant Disaster Management Group or the Regions representative to externally assess your event response and Emergency Response Plan (ERP) if practicable.

3. Log the lessons learned and update your ERP as required.

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Definitions

Business Continuity Plan (BCP)	Identifies the response the department will use to continue or resume an essential business activity as quickly as possible following a significant disruptive event.
Disaster or Emergency	Representatives from government agencies responsible for managing disaster events in their relevant community level (local, district or state). Generally comprised of local government, state emergency response agencies, other State agencies and any non-government organisations appointed by the Chairperson.
Disaster preparedness	Identifies the preparation activities to ensure that, if a disaster or emergency situation occurs, that the department is able to cope with the effects of the event.
Emergency Response Plan (ERP)	Document used to detail assigned roles and responsibilities and required response and recovery activities, in the event of a disaster or emergency situation. They are to be developed at the Executive, Regional and School level.
Executive Response Controller (ERC)	The person assigned the responsibility for leading and coordinating the department's disaster and emergency operations state-wide.
Executive Response Team (ERT)	The peak disaster management decision-making body in DET. It sets strategic direction, guides and advises the Regions and monitors operations in accordance with the Executive Emergency Response Plan. The ERT includes other Senior Executives as determined by the ERC. The team may vary in size depending on the nature of the event and the location.
Executive Coordination Centre (ECC)	The ERC and the ERT operate from the Executive Coordination Centre (ECC) which is a purpose built facility located in Education House. It has technical capability to monitor operations and communicate with the Regions and the State Disaster Coordination Centre (SDCC).
Natural Disaster Season	A division of the year marked by changes in the weather and ecological conditions which create the potential for severe weather to create a disaster or an emergency.
Regional Response Controller (RRC)	Leads and manages the regional response in accordance with the Regional Emergency Response Plan. This includes the activation of the Regional Response Team (RRT) and the coordination and resourcing of School responses as required.
Regional Response Team (RRT)	The regional level team supporting the RRC. Responsible for providing support to Schools. The RRT is the key operational team to coordinate the regional response which may cover a large geographic area and may have a significant span of control. The team may vary in size depending on the nature of the event and the location.
Regional Coordination Centre (RCC)	The centre established at a suitable location within the Region to provide the location and technical capability for the RRC and RRT to operate and communicate with the ECC, Schools, ECEC's, other DET workplaces and other agencies.
School Response Controller (SRC)	The Principal or their delegate who is responsible for managing the school and coordinating the local response. The SRC should engage with the LDMG and other relevant stakeholders.
School Response Team (SRT)	The school level team supporting the SRC. The SRT is the key operational team to coordinate the school response. The team may vary in size depending on the nature of the event and the location.
School Coordination Centre (SCC)	The centre established at a suitable location, usually within the School, to provide the location and technical capability for the SRC and the SRT to operate and communicate with the RCC, the school community and other agencies.
Business Continuity Plan (BCP)	Identifies the response the department will use to continue or resume an essential business activity as quickly as possible following a significant disruptive event.

Legislation

- *Disaster Management Act 2003 (Qld)*

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- *Education (General Provisions) Act 2006* (Qld)

Delegations/Authorisations

- Nil

Related policies

- State Disaster Management Strategic Policy Framework

Related procedures

- Business Continuity Management

Guidelines

- Nil

Supporting information/websites

- Emergency Response Plan template - Schools
- Emergency Response Plan template - Regions
- Quick Reference Guide - Disaster and Emergency Management Framework
- Quick Reference Guide - Response Team Roles and Responsibilities
- The DET Disaster and Emergency Management Arrangements
- School Lockdowns – The DET Approach
- School Lockdowns Process
- Responding to Bomb and Armed Attack Threats
- Information Sheet: Identifying and Describing Risks
- Information Sheet: Risk Assessment
- Disaster and Emergency Communications Strategy
- Disaster event case studies
- Queensland State Disaster Management Plan

Contact

Emergency and School Security
qld-dete-emru@id.ngcomms.net

Review date

01/07/2017

Superseded versions

Previous seven years shown. Minor version updates not included.

Nil

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Checklist

Emergency Kit – Schools

As part of the preparedness phase conducted during the off-season, schools are required to organise an Emergency Kit. The kit should be stored in an easily accessible location and checked regularly by a School Response Team member. Student and staff lists should be routinely updated and current parent contact information maintained.

The Emergency Kit Contains:	✓
Student data and parent contact information (contained in Emergency Response Plan (ERP))	
Student and staff with special needs list (contained in ERP) including any student medications	
Staff contact information including communications tree (contained in ERP)	
Student release forms/sign out book	
List of students (emergency class lists)	
List of staff	
Emergency safety vests (high visibility for School Response Team)	
Facility key (master key)	
Standard portable First Aid Kit.	
A charged mobile phone and charger/s	
Torch with replacement batteries (or wind up torch)	
Whistle	
Megaphone	
Portable battery powered radio	
Copy of facility site plan (contained in the ERP) including evacuation routes	

Sunscreen/ shade marque	
Plastic garbage bags and ties	
Toiletry supplies	
Water	
Other	

Date Emergency Kit Checked:	
Officer (name/signature)	
Next Check Date:	

* *Note:* All members of the School Response Team must have a current hardcopy of the Emergency Response Plan (ERP).

Regional

Emergency Response Plan

2015 - 2016

Queensland Government

A current hardcopy of this plan should be kept on file and be accessible in the event of a disaster or emergency.

Emergency Response Plan key contact

Key Contact:	[Name]
Phone Details:	[Phone]
Email Details:	[email]
Main Office:	[Regional Office location]
Document Status:	[Draft /final]

Details

DET Region	
Regional Office/s	[Location/s and address/es]
Electoral areas	

Approvals

Name	Title	Signature	Date
[Name]	Regional Director		
[Name]	Executive Director – State Schools, Operations		

Review

Next review date	

Contents

1. Purpose

The purpose of this Emergency Response Plan (ERP) is to provide details of how <insert region name> will prepare for and respond to a disaster or emergency situations.

2. Scope

This Emergency Response Plan applies to all staff, visitors and contractors at <insert region name> Offices.

3. Response Strategies

When this Region is impacted, or is about to be impacted, by a disaster or emergency event, this plan will be enacted at the direction of the Regional Director who will assume the role of Regional Response Controller.

Each disaster or emergency may have extenuating circumstances which require the application of an additional appreciation to provide a solution to new risk or circumstance. The department has adopted an 'all hazards approach' to the planning of response strategies to disasters or emergencies and subsequently there are generally three response strategies that can be implemented prior to, or during a disaster or emergency.

The response strategies, which can be implemented singularly or jointly, are:

1. Evacuation of the facility;
2. Lockdown of the facility;
3. Temporary Closure of the Facility (Schools)

It is also noted that disasters or emergencies may also be categorised as:

- *'rising tide'* or *'slow burn'* events which enables decision makers to act prior to the impact of the event; or
- *sudden* or *spontaneous* events for which there are no warnings or indications that allow pre-emptive actions and the vent has to be responded to during or post impact.

Disasters or emergencies may occur under such circumstances that the Regional Response Controller can make pre-emptive decisions to take action and best prepare

the staff to provide support to schools for the event. This is the preferred scenario for the Department.

In this Region there are Regional, Corporate Service offices and schools across the Region. Each school is responsible for uploading a current Emergency Response Plan into the department's nominated central storage repository. The Regional Response Team can then access the relevant school Emergency Response Plan from the central storage repository as required.

Regional buildings should have separate Building Emergency Procedures and staff should be familiar with these plans. Each site's emergency procedures advise staff what to do in the event of Fire/smoke, Medical Emergency, Bomb Threat, Internal Emergency, Personal Threat, External Emergency, and Evacuation. (*Identify where Plans stored*)

Some incidents may occur quickly however their impact may not be neither serious nor long term. Guidance on such responses to incidents, accidents, or individual injuries is available on the Department's *One Portal* via the ESMU site.

This plan is enacted when the disaster or emergency escalates beyond being managed under those mentioned plans and requires additional levels of local and regional or executive support.

This plan connects to the Regional Business Continuity Plan as required.

4. Mission

To ensure the safety of students, staff and any other persons within the region.

To coordinate the regional response to a disaster or emergency.

To minimise the damage to DET property and facilities.

To resume educational services when safe to do so.

5. Execution

In the lead up to or the impact of a significant event, the Regional Response Controller (RRC) will decide whether to stand up the Regional Response Team and Regional Coordination Centre (RCC). The Regional Response Team is listed in Section 8 and will be scalable as determined by the RRC.

Imminent event

Upon identifying an emerging significant risk from a 'rising tide' event to, or within, the Region, the RRC should:

1. Form the Regional Response Team (RRT);
2. Analyse the risk and expected impact on the Region;
3. Engage with the District Disaster Coordination Centre (DDCC) – as established;
4. Consider the courses of action;
5. Consult with the relevant School Response Controllers (Principals)
6. Decide on the regional strategy and implement the strategy;
7. Request resources if necessary e.g. Deployable Response Team (DRT)
8. Manage the School Closure system for the region;
9. Commence the Communication Strategy;
10. If formed, brief the Executive Response Team (ERT) on the progress and status otherwise advise the Emergency and Security Management Unit (ESMU) and the supervising ADG State School - Operations; and
11. Engage the Business Continuity Plan.

Sudden impact

Upon the impact of a sudden event on the Region, the Regional Response Controller (RRC) should;

1. Review the actions of the impacted SRCs;
2. Overview the assessment of the safety of all students and staff in the region;
3. Activate the RRT and Regional Coordination Centre (RCC);
4. Commence the Communication Strategy; Ensure the lodgement and approval of a Critical Incident Alert Notification and e-mail Alert Notification to CEP Media.ccm@dete.qld.gov.au and School Operations School.Alert@dete.qld.gov.au.
5. Monitor the responses under the School Emergency Response Plans
6. Manage the School Closure system for the region;
7. Engage with the District Disaster Coordination Centre if established;
8. If formed, regularly brief the Executive Response Controller, otherwise advise the Emergency and Security Management Unit (ESMU) and the supervising ADG State School - Operations;
9. Monitor the School Response Controllers from a welfare perspective

10. Engage the Business Continuity Plan.

11. Coordinate with Regional BAS Office to prioritise repairs to schools.

12. Consult with SRC's on resuming business and educational support services; Monitor NCR site requirements, maintain and facilitate any ongoing support, outside agency involvement and address any community issues at regular junctures following the regional emergency.

13. Ensure the management of the RRT and RCC through systems, briefings and communications to ensure shared situational awareness.

Regional Office(s)

If the event, either rising tide or sudden, has also impacted on the Regional Office location then in addition to the above:

1. Assess safety of regional staff

2. Assess the status of the Regional Office/s, noting BAS protocols;

3. If any visible damage or potential hazards on the site, e.g. asbestos, engage BAS for site inspection;

4. If required consider closing the office and seeking an alternate operating location;

5. If formed, regularly brief the Executive Response Controller, otherwise advise the Emergency and Security Management Unit (ESMU) and the supervising ADG State School - Operations;

6. Utilise Communication Strategy;

7. Monitor the Regional staff from a welfare perspective

8. Implement the Regional Business Continuity Plan as required.

9. If closure was necessary, re-open the Regional Office/s after conducting a Suitability Assessment and determining that it is safe to do so.

6. Administration and Logistics

Hard copies of the Regional Emergency Response Plan and the Business Continuity Plan should be stored in the main Administration Office of the Regional offices and in any pre-determined location for the Regional Coordination Centre (RCC), and be held by the Regional Response Team (RRT).

The Regional Coordination Centre which is a nominated location for the RRC and RRT to operate from should be always ready and have the capability to establish communications with schools, principals, other, stakeholders, the Executive

Coordination Centre, the District Disaster Coordination Centre and the Regional Response Team if required.

All documentation generated or received at the RCC is to be stored in hardcopy or electronic for later reference. In the event of death, serious bodily injury or possible litigation issues, liaise with the Manager, Legal and Administrative Law Branch.

In the event of death or serious bodily injury, ensure the Director, Workplace Health and Safety QLD has been notified as soon as possible by the quickest means of communication available, as well as on the prescribed form within twenty-four hours, utilising MyHR WH&S Solutions reporting mechanism via One Portal).

At the conclusion of the response to an event the RRC will conduct a Regional Debrief.

7. Command and Communications

The Regional Director will assume the role of the Regional Response Controller (RRC) and will form, and chair, the Regional Response Team (RRT). The RRC is responsible to the Executive Response Controller (ERC). (See Section 14)

The RRC can make decisions about the Temporary Closure and Re-opening of schools in accordance with the CE Directive 1/2015.

When formed, the RRT is to establish and maintain communications with the Executive Response Team (ERT) as practicable. In the absence of communications the RRC must operate independently until communications are able to be established.

A senior officer represents the Region on the DDCG and may have support staff assisting. This may be the RRC or it may be another delegated member.

The basic structure of the RRT and their broad responsibilities are represented below and this structure may be adjusted according to the nature and complexity of the event.

Role	Responsibilities

Regional Response Controller	Overall lead and coordinator of the disaster or emergency response and recovery in the Region.
Operations	Responsible for providing support to RRC and RCC including collecting and processing information about the incident and response operations (situational awareness). Also responsible for managing and tasking additional resources to support operations and maintaining liaison with external agencies and DDCC. Responsible for overall management of the RCC and preparation of a Strategic Assessment if required and any Response Plans.
Intelligence	To collect, analyse and display information and intelligence to support situational awareness and to prepare briefs and internal sitreps as required.
Logistics	Responsible for securing materials, resources, services and additional staff to sustain operations and restore educational services (Business Continuity).
Finance	Supports the other functional areas through the financing of operations as well providing administrative support and management of the Coordination Centre. Responsible for tracking of response costs for corporate accounting.
Communication	Information and communications management internally and externally– see the *Disaster and Emergency Communications Strategy*.
HR and Wellbeing (Support)	Conduct activities to support staff resilience. Monitoring the management of risk and the welfare of all staff through the advice on entitlements, welfare and wellbeing support.

The RRC may also manage the liaison with the relevant Local Disaster Management Group/s (LDMG/s). In some areas this may be delegated to a School Response Controller depending on the location of the School. A list of key contacts is included in this ERP. It lists the school and regional response entities and mechanisms to assist communications before, during or after an event. It also lists other agency and stakeholder contact points.

The RCC must establish communications methods including redundancies such as phone, mobile phones, satellite phones, internet, SMS Global and email. The Department has a mobile communication platform that can be requested to be relocated to the region.

8. The Regional Response Team (RRT)

Role	Assigned staff including shadow	Contact details
Response Controller	Primary contact	
	Back-up contact	
Operations	Primary contact	
	Back-up contact	
Intelligence	Primary contact	
	Back-up contact	
Logistics	Primary contact	
	Back-up contact	
Finance	Primary contact	
	Back-up contact	
Communication	Primary contact	
	Back-up contact	
HR and Wellbeing (Support)	Primary contact	
	Back-up contact	

DDMGs		
LDMGs		

A copy of this table should be provided to all schools within the Region for inclusion within each school's Emergency Response Plan.

9. Regional Office/s Map/s

<Insert Area map here.>

Distance to Primary off-site assembly point: A prox. time to reach Primary off-site assembly point:	
Distance to Secondary off-site assembly point: Approx. time to reach Secondary off-site assembly point:	

Legend

Primary off-site assembly point	☆
Route to Primary off-site assembly point	—
Secondary off-site assembly point	★
Route to Secondary off-site assembly point	...
Emergency services access point	

10. Evacuation Response

The fields below contain example responses for guidance and should be edited to suit the location.

Priority	Safety of staff, members of the community and/or site visitors.
Reporting the emergency	• *Contact Emergency Services immediately on 000* • *Notify the ADG or ERC pending arrangements enacted.*
Evacuation *Edit to suit the location*	**Signal**
	Procedure
	Special considerations
	Special responsibilities
Evacuation assembly *Edit to suit the location, replacing the example with the process in black font.*	**Assembly area/s**
	Assembly procedure *1. Personnel lists are checked.* *2. Report all persons unaccounted for to the RRC.*
Evacuation clearance *Edit to suit the location*	*1. No person is to return to any area of the Regional Office until advised by the RRC.* *2. The clearance signal is……*
General principles *Edit to suit the location, replacing the example with the process in black font.*	*Evacuation procedures will be displayed on Emergency Evacuation maps in all rooms.* 1. **FIRST PRIORITY** *is to the safety of all persons in the office.* 2. **ALL** *staff and visitors are automatically involved.* 3. **ALL VISITORS** *should sign the Visitors book at the office.* 4. **NO** *person should be placed in a position of risk.* 5. **Regional Response Controller** *is responsible for ensuring the electricity is turned off and that Emergency Services are contacted and given all assistance required.*
Communications *Edit to suit the location*	• *If the evacuation goes for an extended time then the Regional Response Controller informs the Emergency and Security Management Unit on 3034 6012.*
Pre-arrangements *Edit to suit the location, replacing the example with the process in black font.*	• *Site Emergency Evacuation Maps must be clearly displayed in all rooms.* • *Visitor sign-in registers maintained in the office.* • *Emergency personnel lists kept by exit door.* • *Evacuation exercises conducted twice a year and records kept in MyHR WH&S.*

11. Lockdown Response

The fields below contain example responses for guidance and should be edited to suit the location.

Priority	This procedure minimises access to the Regional Office and secures all persons in offices.
Reporting the emergency	• *Contact Emergency Services immediately on 000* • *Notify the EMSU on 3034 6012 or ERC pending arrangements enacted.*
Lockdown *Edit to suit the location, replacing the example with the process in black font.*	**Signal**
	Procedure 1. *Regional Office doors are locked by office personnel.* 2. *Access to any and all persons denied.* 3. *Staff not in their own offices will remain in the room they are currently in until told it is safe to move.* 4. *Personnel lists are checked.* 5. *Report all unaccounted for to the Regional Response Controller* 6. *Staff and visitors remain in their offices until told that the building is safe.*
	Special considerations
	Special responsibilities
Lockdown cancellation *Edit to suit the location*	*1. Staff and visitors remain in offices until advised by the Regional Response Controller that the Lockdown procedure is cancelled.* *2. The clearance signal is .....*
General principles *Edit to suit the location, replacing the example with the process in black font.*	• *A lockdown prevents persons from entering the Regional Office.* • *Normal routine should re-commence as soon as possible after the event.* • *Staff to be vigilant in reporting the entry of unauthorised person or persons into the building.*
Communications *Edit to suit the location*	• *If the lockdown goes for an extended time then the Response Controller informs the Emergency and Security Management Unit on 3034 6012.*
Pre-arrangements *Edit to suit the location, replacing the example with the process in black font.*	• *Facilities can be locked internally.* • *Visitor sign-in registers maintained in the office.* • *Emergency personnel lists kept.* • *Staff and students will be made aware of this signal and its meaning through lockdown exercises conducted twice a year and records kept in MyHR WH&S.*

12. Temporary Closure Response

The fields below contain example responses for guidance and should be edited to suit the location.

Priority	Safety of staff, members of the community and/or site visitors. Staff must remain off-site until advised by the Regional Response Controller that the Building is safe and available to be re-occupied and re-opened.
Decision	The RRC has the authority to close the Regional Office as considered necessary
Reporting the closure *Edit to suit the location, replacing the example with the process in black font.*	1. Notify the Executive Response Controller or the Emergency and Security Management Unit on 3034 6012. 2. Notify the local Radio Station 3. Notify staff – phone tree 4. Notify school community – School Closures website, messaging 5. Notify other stakeholders
Temporary Closure *Edit to suit the location, replacing the example with the process in black font.*	**Prepare** • Engage the Regional Response Team • Prepare for the closure with stakeholders if practicable • Undertake required communications **Respond** • Monitor the event and stay informed. • Maintain communications with the Executive Response Team, DDMG and LDMG. • Wait till safe to liaise with BAS to conduct site for inspection. • Monitor damage reports. Meet daily with BAS to review priorities and assign resources. • Assess staff status and support required • Engage Business Continuity Plan as required • Undertake Suitability Assessment for decision to re-open or not. **Recover** • Liaise with BAS re repair schedule • Manage and support staff welfare issues • Monitor business continuity activities **Special considerations**
Re-opening *Edit to suit the location, replacing the example with the process in black font.*	1. Notify the Executive Response Controller or ESMU depending arrangements enacted 2. Notify Radio Station 3. Advise LDMG & DDMG if stood up.
General principles	• 'Safety before schedule' Normal routine should re-commence as soon as possible after the event and when safe to do so.
Communications	

13. Specific emergencies – response procedures

The fields below contain example responses for guidance and should be edited to suit the location.

Building Fire *Edit to suit the location, replacing the example with the process in black font.*	**\<As appropriate insert any additional mitigation steps relevant to your facility that you have identified in your risk assessment>** • *Call 000 for emergency services and follow advice.* • *Activate the fire alarm.* • *Report the emergency immediately to the Regional Response Controller who will convene your Regional Response Team if necessary.* • *Extinguish the fire (only if safe to do so).* • *If appropriate, follow the procedure for on-site evacuation.* • *Evacuate to the \<Insert the location of your assembly point/s>, closing all doors and windows.* • *Check that all staff and visitors are accounted for.* • *Contact the Emergency and Security Management Unit on 3034 6012.*
Bushfire *Edit to suit the location, replacing the example with the process in black font.*	**\<As appropriate insert any additional mitigation steps relevant to your facility that you have identified in your risk assessment>** • *Call 000 for emergency services and follow advice.* • *Report the emergency immediately to the Regional Response Controller who will convene your Regional Response Team if necessary.* • *Determine appropriate response strategy (evacuate or lockdown) in consultation with emergency services, if possible.* • *If evacuation is required and time permits before you leave:* • *Make sure you close all doors and windows* • *Turn off power and gas.* • *Check that all staff and visitors and contractors are accounted for.* • *Listen to TV or local radio on battery-powered sets for bushfire/weather warnings and advice.* • *Contact the Emergency and Security Management Unit on 3034 6012.*
Major external emissions/spill (includes gas leaks) *Edit to suit the location, replacing the example with the process in black font.*	**\<As appropriate insert any additional mitigation steps relevant to your facility that you have identified in your risk assessment>** • *Call 000 for emergency services and follow advice.* • *Report the emergency immediately to the Regional Response Controller who will convene your Regional Response Team if necessary.* • *Turn off gas supply.* • *If the gas leak is onsite, notify your gas provider.*

	• If appropriate, follow the procedure for on-site evacuation.
	• Alternatively this may need to be to an off-site location
	• Check staff and visitors are accounted for.
	• Await 'all clear' advice from emergency services or further advice before resuming normal activities.
	• Contact the Emergency and Security Management Unit on 3034 6012.
Intruder *Edit to suit the location, replacing the example with the process in black font.*	<As appropriate insert any additional mitigation steps relevant to your facility that you have identified in your risk assessment> • Call 000 for emergency services and seek and follow advice. • Report the emergency immediately to the Regional Response Controller. • Do not do or say anything to the person to encourage irrational behaviour. • Initiate action to restrict entry to the building if possible and confine or isolate the threat from building occupants. • Determine whether evacuation or lock-down is required. Do this in consultation with the Police where possible. • Evacuation only should be considered if safe to do so. • Contact the Emergency and Security Management Unit on 3034 6012.
Bomb or substance threat *Edit to suit the location, replacing the example with the process in black font.*	<As appropriate insert any additional mitigation steps relevant to your facility that you have identified in your risk assessment> • Call 000 for emergency services and seek and follow advice. • Report the threat to the Regional Response Controller. • Do not touch any suspicious objects found. • If a suspicious object is found or if the threat specifically identified a given area, then evacuation may be considered: • If appropriate under the circumstances, clear the area immediately within the vicinity of the object of staff. • Ensure staff are not directed past the object • Ensure staff that have been evacuated are moved to a safe, designated location • Contact the Emergency and Security Management Unit on 3034 6012. **If a bomb/substance threat is received by telephone:** • Do not hang up. • If possible fill out the bomb threat checklist while you are on the phone to the caller. • Keep the person talking for as long as possible and obtain as much information as possible.

	• Have a co-worker call 000 for emergency services on a separate phone without alerting the caller and notify the Regional Response Controller.
	If a bomb/substance threat is received by mail:
	• Place the letter in a clear bag or sleeve.
	• Avoid any further handling of the letter or envelope or object.
	• Call 000 for emergency services and seek and follow advice.
	• Notify the Regional Response Controller.
	If a bomb/substance threat is received electronically:
	• Do not delete the message
	• Call 000 for emergency services and seek and follow advice
	• Notify the Regional Response Controller.
	• Contact the Emergency and Security Management Unit on 3034 6012.
Internal emission or spill *Edit to suit the location, replacing the example with the process in black font.*	<As appropriate insert any additional mitigation steps relevant to your facility that you have identified in your risk assessment> • Call 000 for emergency services and seek and follow advice. • Report the emergency immediately to the School Response Controller who will convene your SRT if necessary. • Move staff and students away from the spill to a safe area and isolate the affected area. • Seek advice in regards to clean up requirements, and if safe to do so, the spill can be cleaned up by staff. Personal Protective Equipment should be worn as per the requirements of the Material Safety Data Sheet and Safety Work Procedure. • Contact the Emergency and Security Management Unit on 3034 6012
Severe Weather event *Edit to suit the location, replacing the example with the process in black font.*	<As appropriate insert any additional mitigation steps relevant to your facility that you have identified in your risk assessment> **Sudden event during operational hours:** • Call 000 if emergency services are needed and follow advice. • Report the emergency immediately to the Regional Response Controller who will convene your Regional Response Team if necessary. • Before the storm, store or secure loose items external to the building, such as outdoor furniture and rubbish bins. • Disconnect electrical equipment – cover and/or move this equipment away from windows. • Secure windows (close curtains & blinds) and external doors. If necessary, tape windows and glass entrances. Utilise boards and sandbags if required. • Instigate a lockdown.

	During the severe storm: • Remain in the building and keep away from windows • Restrict the use of telephone landlines to emergency calls only, particularly during a thunderstorm. • Report any matter concerning the safety and wellbeing of students, staff and visitors to the School Response Controller • Listen to local radio or TV on battery-powered sets for weather warnings and advice. **Forecast imminent event (e.g. cyclone, floods)** • If weather warnings and advice from the State Disaster Management Group indicate that the location will be impacted by a severe weather event, the Regional Response Controller will follow the decision-making process to determine if the school will be temporarily closed. • The Regional Response Team will be convened. • If the Regional Office is to be temporarily closed, then all stakeholders will be advised. • The Temporary Closure procedure needs to be implemented. • After the event, if the school is situated in the impact zone, then Building and Asset Services (BAS) will determine if the site is safe for the Regional Response Controller to enter to undertake a Suitability Assessment to Re-open. • The Regional Response Team may need to operate from an alternative Regional Coordination Centre location.
Earthquake *Edit to suit the location, replacing the example with the process in black font.*	**<As appropriate insert any additional mitigation steps relevant to your facility that you have identified in your risk assessment>** • Call 000 for emergency services and seek and follow advice. • Report the emergency immediately to the Regional Response Controller who will convene your Regional Response Team if necessary. • Evacuate to assembly area/s. • Check that all staff and visitors are accounted for. • Await 'all clear' advice from emergency services or further advice before resuming normal activities. • Contact the Emergency and Security Management Unit on 3034 6012.

14. The DET Response Structure

State
- WoG Co-ordination
- Government Policy
- C'wth Liaison
- Public Information

| Director General |

Strategic (Executive)
- Set strategy
- Guide & advise
- Monitor
- Support

ERC

Executive Response Team

Executive Coordination Centre

Operational (Regional)
- Manage
- Plan
- Coordinate
- Resource

RRC

Regional Response Team

Regional Coordination Centre

Tactical (School)
- Respond
- Implement
- Coordinate

SRC

School Response Team

School Coordination Centre

Key

ERC - Executive Response Controller
RRC - Regional Response Controller
SRC - School Response Controller

Lead

Team

Centre

15. Executive Response Team Contacts

This table will be provided by the Emergency and Security Management Unit

Role	Assigned staff including shadow		Contact details (Phone & email)
Executive Response Controller	Primary		
	Back-up		
Operations Officer	Primary		
	Back-up		
Intelligence Officer	Primary		
	Back-up		
Logistics Officer	Primary		
	Back-up		
HR and Wellbeing Officer	Primary		
	Back-up		
Advisory Group			

16. Regional communications details

Phone tree

In a disaster or emergency event, the following phone tree will be activated. *(Example only please adjust the tree for the location.)*

```
                    Regional
                    Director
                        |
        Executive ──────┤
        Response
        Controller
            ┌───────────┼───────────────┐
        Directors   Assistant       Managers
                    Regional
                    Directors
                        |               |
                    Principals      Advisors
                                    Corporate Staff
```

17. External Emergency numbers

Display a copy of this list next to your administration phone/s.

Group	Contact/details	Phone number
Police	Life-threatening or time critical emergency	000 – calling from land line
	Non-life threatening incident	131 444
	Local Police Station	
Ambulance		000
LDMG		
DDMG		
Qld Fire and Emergency Services (QFES)		000
State Emergency Service (SES)		132 500
Hospital/s		
Electricity	Local number	
Water Corporation	Local number	
Gas supplier		
Building and Asset Services	Regional Manager	
Department of Community Safety (Regional Office)		
Child Safety Services	http://www.childsafety.qld.gov.au/contacts/index.html	1800 811 810 (Qld only)
Dept of Natural Resources & Mines	https://www.dnrm.qld.gov.au/our-department/contact-us	13 QGOV (13 74 68)

DET Contacts (When ERT not enacted)

Key contact	Contact/details	Phone number
Assistant Regional Director		
Assistant Regional Director		
Assistant Regional Director		
Infrastructure Manager		
Senior Health & Safety Consultant		
DET Emergency & Security Management Unit (ESMU)	qld-dete-emru@id.ngcomms.net	07 3034 6012

Local Community Contacts

	Contact/details	Phone number
Transport Operator		

Disaster Management Groups

	Contact/details	Phone number

Other Institutions

	Contact/details	Phone number
ECEC		
Independent Schools		
Catholic Schools		

18. Staff requiring assistance to evacuate

* Response – evacuation, lockdown or temporary closure

Name	Room	Condition	Response*/ Assistance required	Person responsible	Family/Carer contact & mobile

19. Staff trained in First Aid

Staff Member	Training	Date Qualified To

20. Regional State School principal contacts

School	Name	Email	Phone No. (Day)	Phone No. (After Hours)

21. Building information summary

Telephones (Landlines):

Location	Number	Location	Number

Alarms	Location	Monitoring Company	Location of Shut-off Instructions
Fire:			
Intrusion:			
Other:			

Utilities	Location	Service Provider	Location of Shut-off Instructions
Gas / Propane:			
Water:			
Electricity:			

Sprinkler System

Location of Control Valve:	
Location of Shut-off Instructions:	

Boiler Room

Location:	
Access:	

Emergency Power System

Type:	
Location:	
Provides Power To:	
Location of Shut-off Instructions:	

Building and Site Hazards

Hazard Description	Location

22. Suitability assessment to re-open the school or campus.

After an event which has caused the school to temporarily be closed the following process needs to occur in the course of deciding to re-open the school. Principals need to undertake an assessment to determine to the impact of the event on essential infrastructure and resources.

The following flowchart and assessment have been provided to Regions to assist with advice provided to Principals following an event.

SUITABILITY ASSESSMENT

Item	Considerations		Observation/Mitigation
ACCESS			
Is there a Police or District Disaster Management Group direction to close the school?	Yes	If the direction has not been revoked then the school or campus must remain closed.	
	No		
Does storm debris prevent safe access around the school?	Yes	Is there a large amount of debris in school or campus grounds that prevents safe movement/supervision around the site? Can affected areas be barricaded and traffic diverted to allow safe movement around the school or campus?	
	No		
Are access roads to the school cut by debris or flood waters?	Yes	Liaise with the Local Disaster Management Group (LDMG) to determine when the roads will be safe to travel. Ensure access roads are not at risk of being cut off due to rising flood waters that will inhibit staff and students to leave the site safely. Contact the Local Disaster Management Group or the Police.	
	No	If the site can be accessed safely then consider re-opening if there are sufficient resources to provide for the safe supervision of students.	
BUILDINGS			
Have buildings been damaged?	Yes	If all buildings are damaged then then school or campus remains temporarily closed. If not all buildings are damaged then consider the following: • Can access to damaged buildings be restricted to allow safe unimpeded access to other areas of the school or campus? • Are there sufficient teaching spaces available to deliver	

Item		Considerations	Observation/Mitigation
		services (even in a limited capacity)? • Have Building & Asset Services (BAS) inspected the buildings and provided certification that the buildings are safe to reoccupy?	
	No		

HAZARDS

Item		Considerations	Observation/Mitigation
Has asbestos-containing material (ACM) been exposed/damaged in the school grounds?	Yes	DET Policy is that no persons can be in the vicinity of damaged ACM or on site when ACM removal is undertaken. If ACM requires specialist removal then the school or campus needs to stay closed. Contact Building & Asset Services (BAS).	
	No		

WATER

Item		Considerations	Observation/Mitigation
Has water supply to school been disrupted?	Yes	If *Yes*, can bottled water be sourced quickly for staff/student use? Parents can be asked to provide water for students but some bottled water will be required for emergencies. If *Yes*, is water available for amenities such as toilets? Contact the Infrastructure Manager.	
	No		

TOILETS

Item		Considerations	Observation/Mitigation
Have septic tanks been affected?	Yes	Have all the grounds been affected by sewage overflow or just an area? Can this area be barricaded off to restrict access without impacting on teaching space?	
	No		
Are the toilet buildings safe to be used?	Yes	Are they structurally safe and accessible?	
	No	Are other facilities available nearby or can Porta-loos be sourced.	

COMMUNICATIONS

Item	Considerations		Observation/Mitigation
Have external telecommunications been affected?	Yes	If landlines have been affected then is there mobile phone capacity? Are mobile phones readily accessible? Are satellite phones required? Does an adjoining site have phones?	
	No		

ELECTRICITY			
Has the electricity supply been affected?	Yes	Are there power lines down within the school? Contact Energex immediately on 13 19 62. School must remain closed. Does the school have an external generator supply point installed? Can the supervision of students be undertaken without power to the classrooms? Is power required to operate the septic tanks?	
	No		

STAFFING			
Has the event impacted on staff availability to support an acceptable staff/student supervision ratio?	Yes	If there is limited capacity to supervise students safely then remain closed. Consider contacting the Regional Response Team to request staff wellbeing support.	
	No		

OTHER ISSUES			

DECISION RECORD

Record the decision to keep the school *Temporarily Closed* or to *Re-open* the school.

Signature:	Date :	Time:

School

Emergency Response Plan

2015 - 2016

Queensland Government

Emergency Response Plan key contact

Key Contact:	[Name]
Phone Details:	[Phone]
Email Details:	[email]
Campus/es included:	[School/ Campuses name/s]
Document Status:	[Draft /final]

Details

School or Campus/es	
Physical Address	
DET Region	

Approvals

Name	Title	Signature	Date
[Name]	Principal		
[Name]	Regional Director or delegate		

Review

Next review date	

Contents

1. Purpose

The purpose of this Emergency Response Plan (ERP) is to provide details of how <insert school name> will prepare for and respond to a disaster or emergency situations. This includes weather, geological, biological or human events that pose risks to life, property or the environment

2. Scope

This Emergency Response Plan applies to all staff, students, visitors, contractors and volunteers at <insert school name>.

3. Response Strategies

When a school facility is impacted, or is about to be impacted, by a disaster or emergency this plan will be enacted at the direction of the Principal who assumes the role of School Response Controller (SRC). Each disaster or emergency may have extenuating circumstances which require the application of an additional appreciation to provide a solution to new risk or circumstance.

DET has adopted an *'all hazards approach'* to the planning of response strategies to disasters or emergencies and subsequently there are generally three response strategies that can be implemented prior to or during a disaster or emergency.

The general response strategies, which can be implemented singularly or jointly, are:

1. Evacuation of the facility;
2. Lockdown of the facility;
3. Temporary Closure of the Facility

It is also noted that disasters or emergencies may also be categorised as

*   *'rising tide' or 'slow burn'* events which enables decision makers to act prior to the impact of the event; or
*   *sudden or spontaneous* events for which there are no warnings or indications that allow pre-emptive actions and the vent has to be responded to during or post impact.

Disasters or emergencies may occur under such circumstances that the School Response Controller can make pre-emptive decisions to take action and best prepare the students, staff or school for the event. This is the preferred scenario for DET in that when a disaster or emergency is identified as having a potential impact on a school, the School Response Controller can begin preparations as early as practicable with a view to ensuring the safety of students, staff and other stakeholders.

4. Mission

To ensure the safety of students, staff and any other persons within the facility.

To minimise the damage to DET property and facilities

To resume educational services when safe to do so.

5. Execution

Imminent event

Upon identifying an emerging risk to the School the School Response Controller (SRC) should;

1. Form the School Response Team (SRT);
2. Identify the risk and expected impact on the School;
3. Consider the courses of action;
4. Consult with stakeholders where practicable;
5. Decide on the strategy;
6. Implement the strategy;
7. Commence the Communication Strategy;
8. Brief the Regional Response Team (RRT) on the progress and status; and
9. Consider the Business Continuity Plan.

Event impact

Upon the impact of a sudden event on the School, the SRC;

1. Assess safety of students and staff;
2. Advise Emergency Services if required;
3. Implement Lockdown, Evacuation or Temporary Closure if required;
4. Brief the Regional Response Controller (RRC);
5. Monitor impact of event and response;
6. Commence the Communication Strategy as practicable.

Post impact

After the event has impacted the School the following should occur;

If school has been not been temporarily closed:

1. Assess safety of students and staff;
2. Assess the status of the school, noting BAS protocols;
3. If any visible damage or potential hazards eg asbestos, site access, tree damage, then engage BAS for site inspection;

4. If required consider Temporary Closure under CE Directive 1/2015; and

5. Implement Business Continuity Plan as required.

If school has been vacated (holidays, weekends) or temporarily closed under CE Directive 1/2015 then;

1. Assess safety and wellbeing of staff;

2. Assess status of school;

3. If any visible damage or potential hazards eg asbestos, engage BAS for site inspection;

4. Implement Business Continuity Plan as required;

5. Decide on resuming educational services;

6. Invoke, or continue, Temporary Closure of the school under CE Directive 1.2015 as required and advise the Regional Response Controller.

7. Utilise Communication Strategy; and

8. Re-open school after conducting a Suitability Assessment and determining that it is safe to do so.

6. Administration and Logistics

The School Coordination Centre is to be located at (................) where the School Response Controller (SRC) and the School Response Team (SRT) will operate if practicable. This facility has the requisite support for occupation, communications capability and other resources for the response structure. The alternate location is at ....

Hard copies of the School Emergency Response Plan should be stored in the main Administration building of the school, held by the Principal and other staff who form part of the School Response Team.

Section 19 – provides a document, the Suitability Assessment, to be used to support the decision making around keeping schools temporarily closed or re-opening.

7. Command and Communications

The Principal will assume the role of the School Response Controller (SRC) and will form, and chair, the School Response Team (SRT).

The SRC is responsible for making decisions about the temporary closure and re-opening of schools in accordance with the CE Directive 1/2015.

When formed, the SRT is to establish and maintain communications with the Regional Response Team as practicable. In the absence of communications the SRC must operate independently until communications are able to be established.

The SRC is to maintain contact with the LDMG and attend scheduled meetings if possible or send a delegate.

The School Response Team is as follows:

(Should be edited to suit the location's requirements.)

Role	Assigned staff including shadow	Contact details
Response Controller	*Primary contact*	
	Back-up contact	
Operations Officer	*Primary contact*	
	Back-up contact	
Logistics Officer	*Primary contact*	
	Back-up contact	
Communications Officer	*Primary contact*	
	Back-up contact	
Finance Officer	*Primary contact*	
	Back-up contact	
Safety and Wellbeing Officer	*Primary contact*	
	Back-up contact	
Advisory Group		

Some schools due to their size will not have the staff to fill the suggested positions and available staff will have to undertake multiple roles.

A list of key contacts is included in this ERP. It lists the school and regional response entities and mechanisms to assist communications before, during or after an event. It also lists other agency and stakeholder contact points.

8. School/Campus Map

<Insert Area map here.>

Distance to off-site assembly point:	
Approx time to reach off-site assembly point:	
Legend	
Primary assembly point	☆
Route to Primary assembly point	—
Off-site assembly point	★
Route to Off-site assembly point	...
Emergency services access point	

9. Evacuation Response

The fields below contain example responses for guidance and should be edited to suit the location.

Priority	Safety of students, staff, parents, members of the community and/or site visitors.
Reporting the emergency	• Contact Emergency Services immediately on 000 • Notify the Regional Director
Evacuation *Edit to suit the location*	**Signal**
	Procedure
	Special considerations
	Special responsibilities
Evacuation assembly *Edit to suit the location, replacing the example with the process in black font.*	**Assembly area/s**
	Assembly procedure *1. Class lists/rolls are checked.* *2. Report all students/persons unaccounted for to the Principal (or delegate).*
Evacuation clearance *Edit to suit the location, replacing the example with the process in black font.*	*1. No person is to return to any area of the school until advised by the Principal.* *2. One blast on the alarm is the clearance signal.*
General principles *Edit to suit the location, replacing the example with the process in black font.*	*Evacuation procedures will be displayed on Emergency Evacuation maps in all rooms.* *1. FIRST PRIORITY is to the safety of pupils and persons in the school.* *2. ALL staff, parents and visitors are automatically involved.* *3. CONTRACTORS should sign the Visitors book at the office.* *4. ALL VOLUNTEERS in school should sign in the 'Volunteers' book in the classroom or in Tuckshop.* *5. TUCKSHOP manager and volunteers must follow the Evacuation Procedures including bringing the sign on book.* *6. PARENT HELPERS/TUTORS must follow Evacuation Procedures.* *7. NO person should be placed in a position of risk.* *8. EVACUATION drill will be conducted at least twice a year. Annual revision of the use of Fire Extinguishers will be conducted.*

	9. **PRINCIPAL OR DELEGATE** is responsible for ensuring the electricity is turned off and that Emergency Services are contacted and given every assistance.
Communications _Edit to suit the location, replacing the example with the process in black font._	• If the evacuation goes for an extended time then the Response Controller activates the Communications Plan to inform the parents and stakeholders via the established formats.
Pre-arrangements _Edit to suit the location, replacing the example with the process in black font._	• Site Emergency Evacuation Maps must be clearly displayed in all rooms. • Visitor sign-in registers maintained in the office or Tuckshop. • Emergency class lists kept by exit door. • Relief staff provided with Evacuation summary.

10. Lockdown Response

The fields below contain example responses for guidance and should be edited to suit the location.

Priority	This procedure minimises access to the school environment and secures all persons in rooms.
Reporting the emergency	• Contact Emergency Services immediately on 000 • Notify the Regional Director
Lockdown *Edit to suit the location, replacing the example with the process in black font.*	**Signal** **Procedure** 1. Administration doors are locked by office personnel. 2. Classroom doors are locked by teachers. 3. Access to any and all persons denied. 4. All outside activities and lessons stop immediately and students are taken to the nearest classroom. 5. If a class or group are not on the school site the teacher should keep the students off-site until an all clear signal is given to return. 6. Staff not in their own classroom will remain in the building and/or room they are currently in until told it is safe to move. 7. Class lists/rolls are checked. 8. Report all students/persons unaccounted for to the Principal (or delegate). 9. Students are to remain calm and silent inside classrooms out of line of sight i.e. under desks or against walls. 10. Toilet block checked by executive staff or principal (if safe to do so) to ensure all students are safely in their rooms. 11. Names of missing students should be provided to executive and front office as soon as possible. 12. Staff and students remain in their rooms until told that the school is safe. **Special considerations** **Special responsibilities**
Lockdown cancellation *Edit to suit the location, replacing the example with the process in black font.*	1. Staff and students remain in their rooms until advised by the Principal that the Lockdown procedure is cancelled. 2. One blast on the alarm is the clearance signal.
General principles *Edit to suit the location, replacing the example with*	• These help to prevent persons from entering the school site. • Normal school routine should re-commence as soon as possible after the event.

the process in black font.	• Staff to be vigilant in reporting the entry of unauthorised person or persons onto the school grounds.
Communications *Edit to suit the location, replacing the example with the process in black font.*	• If the lockdown goes for an extended time then the School Response Controller informs the parents and stakeholders via Communications Strategy utilising established formats.
Pre- arrangements *Edit to suit the location, replacing the example with the process in black font.*	• Facilities can be locked internally. • Visitor sign-in registers maintained in the office or Tuckshop. • Emergency class lists kept by exit door. • Relief staff provided with Lockdown summary. • Staff and students will be made aware of this signal and its meaning and importance at regular times throughout the year.

11. Temporary Closure Response

The fields below contain example responses for guidance and should be edited to suit the location.

Priority	Safety of students, staff, parents, members of the community and/or site visitors. Staff and students must remain off-site until advised by the School Response Controller (Principal) that the school or campus is safe and available to be re-occupied and re-opened.
Decision	In accordance with CE Directive 1/2015. Consultation undertaken prior to decision to temporarily close a State School with Regional Director, Local Disaster Management Group and Advisory Group as practicable.
Reporting the closure *Edit to suit the location, replacing the example with the process in black font.*	1. *Notify the Regional Director or delegate* 2. *Notify the local Radio Station* 3. *Notify staff – phone tree* 4. *Notify school community – school website school sms messaging* **5.** *Notify other stakeholders*
Temporary Closure *Edit to suit the location, replacing the example with the process in black font.*	**Prepare** • *Engage the site's Response Team* • *Prepare for Temporary Closure Plan with stakeholders* • *Undertake required communications* **Respond** • *Monitor the event and stay informed* • *Maintain communications with the LDMG and RRT* • *Wait till safe to deploy to site for inspection* • *Inspect facilities/campus to identify damage. Report damage to BAS and RRT.* • *Assess staff status and support required* • *Engage Business Continuity Plan as required* • *Undertake Suitability Assessment for decision to re-open or not.* **Recover** • *Liaise with BAS and RRT re repair schedule* • *Manage and support staff welfare issues* • *Monitor business continuity activities* **Special considerations**
Re-opening *Edit to suit the location*	1. *Notify the Regional Director – if unavailable advise ESMU* 2. *Notify Radio Station* 3. *Advise P&C*
General principles	• 'Safety before schedule' Normal school routine should re-commence as soon as possible after the event and when safe to do so.
Communications	• The School Response Controller informs the parents and stakeholders via the Communications Strategy using the established formats.

12. Specific emergencies – response procedures

The fields below contain example responses for guidance and should be edited to suit the location.

Building Fire *Edit to suit the location, replacing the example with the process in black font.*	<As appropriate insert any additional mitigation steps relevant to your facility that you have identified in your risk assessment> • Call 000 for emergency services and follow advice. • Activate the fire alarm. • Report the emergency immediately to the School Response Controller who will convene your SRT if necessary. • Extinguish the fire (only if safe to do so). • If appropriate, follow the procedure for on-site evacuation. • Evacuate to the <Insert the location of your assembly point/s>, closing all doors and windows. • Check that all students, staff, visitors and contractors are accounted for. • Contact parents as required.
Bushfire *Edit to suit the location, replacing the example with the process in black font.*	<As appropriate insert any additional mitigation steps relevant to your facility that you have identified in your risk assessment> • Call 000 for emergency services and follow advice. • Report the emergency immediately to the School Response Controller who will convene the SRT if necessary. • Determine appropriate response strategy (evacuate or lockdown) in consultation with emergency services, if possible. • Provide advice to Emergency services regarding any hazards within the school, eg. gas cylinder location. • If evacuation is required and time permits before you leave: • Make sure you close all doors and windows • Turn off power and gas. • Check that all students, staff, visitors and contractors are accounted for. • Listen to TV or local radio on battery-powered sets for bushfire/weather warnings and advice. • Contact parents as required.
Major external emissions/spill (includes gas leaks) *Edit to suit the location, replacing the example with the process in black font.*	<As appropriate insert any additional mitigation steps relevant to your facility that you have identified in your risk assessment> • Call 000 for emergency services and follow advice. • Report the emergency immediately to the School Response Controller who will convene the SRT if necessary. • Turn off gas supply. • If the gas leak is onsite, notify your gas provider. • If appropriate, follow the procedure for on-site evacuation.

	• Alternatively this may need to be to an off-site location. • Check students, staff and visitors are accounted for. • Await 'all clear' advice from emergency services or further advice before resuming normal school activities. • Contact parents as required.
Intruder *Edit to suit the location, replacing the example with the process in black font.*	<As appropriate insert any additional mitigation steps relevant to your facility that you have identified in your risk assessment> • Call 000 for emergency services and seek and follow advice. • Report the emergency immediately to the School Response Controller. • Do not do or say anything to the person to encourage irrational behaviour. • Initiate action to restrict entry to the building if possible and confine or isolate the threat from building occupants. • Determine whether evacuation or lock-down is required. Do this in consultation with the Police where possible. • Evacuation only should be considered if safe to do so. • Contact parents as required
Bomb or substance threat *Edit to suit the location, replacing the example with the process in black font.*	<As appropriate insert any additional mitigation steps relevant to your facility that you have identified in your risk assessment> • Call 000 for emergency services and seek and follow advice. • Report the threat to the School Response Controller. • Do not touch any suspicious objects found. • If a suspicious object is found or if the threat specifically identified a given area, then evacuation may be considered: • If appropriate under the circumstances, clear the area immediately within the vicinity of the object of students and staff • Ensure students and staff are not directed past the object • Ensure students and staff that have been evacuated are moved to a safe, designated location • Contact parents as required. **If a bomb/substance threat is received by telephone:** • Do not hang up. • If possible fill out the bomb threat checklist while you are on the phone to the caller. • Keep the person talking for as long as possible and obtain as much information as possible. • Have a co-worker call 000 for emergency services on a separate phone without alerting the caller and notify the School Response Controller. **If a bomb/substance threat is received by mail:** • Place the letter in a clear bag or sleeve.

	• *Avoid any further handling of the letter or envelope or object.* • *Call 000 for emergency services and seek and follow advice.* • *Notify the School Response Controller.* ***If a bomb/substance threat is received electronically or through the school's website:*** • *Do not delete the message* • *Call 000 for emergency services and seek and follow advice* • *Notify the School Response Controller.*
Internal emission or spill *Edit to suit the location, replacing the example with the process in black font.*	<As appropriate insert any additional mitigation steps relevant to your facility that you have identified in your risk assessment> • *Call 000 for emergency services and seek and follow advice.* • *Report the emergency immediately to the School Response Controller who will convene your SRT if necessary.* • *Move staff and students away from the spill to a safe area and isolate the affected area.* • *Seek advice in regards to clean up requirements, and if safe to do so, the spill can be cleaned up by staff. Personal Protective Equipment should be worn as per the requirements of the Material Safety Data Sheet and Safety Work Procedure.* • *Contact parents as required.*
Severe Weather event *Edit to suit the location, replacing the example with the process in black font.*	<As appropriate insert any additional mitigation steps relevant to your facility that you have identified in your risk assessment> ***Sudden event during operational hours*** • *Call 000 if emergency services are needed and follow advice.* • *Advise the School Response Controller who will convene the SRT if necessary.* • *Before the storm, store or secure loose items external to the building, such as outdoor furniture and rubbish bins.* • *Disconnect electrical equipment – cover and/or move this equipment away from windows.* • *Secure windows (close curtains & blinds) and external doors. If necessary, tape windows and glass entrances. Utilise boards and sandbags if required.* • *Instigate a lockdown.* • *During the severe storm:* • *Remain in the building and keep away from windows* • *Restrict the use of telephone landlines to emergency calls only, particularly during a thunderstorm.* • *Report any matter concerning the safety and wellbeing of students, staff and visitors to the School Response Controller.* • *Listen to local radio or TV on battery-powered sets for weather warnings and advice.*

	Forecast imminent event (e.g. cyclone, floods) • If weather warnings and advice from the State Disaster Management Group indicate that the location will be impacted by a severe weather event, the School Response Controller will follow the decision-making process to determine if the school will be temporarily closed. • The SRT will be convened. • If the school is to be temporarily closed, then all stakeholders will be advised including the Regional Director who will manage the School Closures advice. • The Temporary Closure procedure needs to be implemented. • After the event, if the school is situated in the impact zone, then Building and Asset Services (BAS) will determine if the site is safe for the School Response Controller to enter to undertake a Suitability Assessment to Re-open.
Earthquake *Edit to suit the location, replacing the example with the process in black font.*	**<As appropriate insert any additional mitigation steps relevant to your facility that you have identified in your risk assessment>** • Call 000 for emergency services and seek and follow advice. • The School Response Controller who will convene the SRT if necessary. • Evacuate to assembly area/s. • Check that all students, staff, visitors and contractors are accounted for. • Await 'all clear' advice from emergency services or further advice before resuming normal school activities. • Contact parents as required.

13. Regional Response Team & LDMG Contacts

For information about the Response Team structure or roles, refer to the *Quick Reference Guide – Response Team Roles and Responsibilities*.

The response to a disaster or emergency event will be managed by the Officer-in-Charge at the location.

Level	Team	Officer-in-Charge	Designated Officer
Region (Operational)	Regional Response Team (RRT)	Regional Response Controller (RRC)	Regional Director
School (Tactical)	School Response Team (SRT)	School Response Controller (SRC)	School Principal

The Regional Response Team is the in-line reporting structure for the School Response Team. Below is a table of contacts for the Regional Response Team.

Regional Response Team (RRT) *(Schools can insert the table provided by the Region)*

Role	Assigned staff including shadow	Contact details
Regional Response Controller	Primary contact	
	Back-up contact	
Operations Officer	Primary contact	
	Back-up contact	
Intelligence Officer	Primary contact	
	Back-up contact	
Logistics Officer	Primary contact	
	Back-up contact	
Finance Officer	Primary contact	
	Back-up contact	
Communications Officer	Primary contact	
	Back-up contact	
HS and Wellbeing Officer	Primary contact	
	Back-up contact	

14. CHIEF EXECUTIVE'S DIRECTIVE NO. 01/2015

1.	Title	**Temporary Closure and Re-opening of State Schools in Disaster or Emergency Situations**
2.	Purpose	To provide direction to Principals on the management of schools in disaster or emergency situations.
3.	Legislative authority	This Directive is made pursuant to s.4 of the *Education (General Provisions) Regulation 2006* (EGPR).
4.	Application	This Directive applies to Principals in line with their managerial responsibilities under s.5 of the EGPR and to Regional Directors in respect of their support of and managerial responsibility for schools in their Region.
5.	Effective date	This Directive repeals *Chief Executive's Direction No.1 of 2010.* This Directive takes effect from 1 October 2015.

Authority

6. Under this directive, the Chief Executive gives authority to:
   a. Principals to temporarily close their school or campus in a disaster or emergency situation and to re-open their school or campus; and
   b. the Regional Director to, where the Principal has not already acted, to temporarily close a school, campus or schools in a disaster or emergency situation.
7. Other agencies may use their legislative powers to direct the temporary closure of a school, campus or schools. This includes the District Disaster Co-ordinator's (DDC) authority under the *Public Safety Preservation Act 1986* (PSPA).

Decision to temporarily close a school or campus

8. The person responsible for deciding to temporarily close a school or campus in a disaster or emergency situation is the Principal.
9. In making the decision to temporarily close a school or campus, the Principal of the school must:
   a. consider available disaster or emergency information relevant to their locale;
   b. consider advice of their Regional Director/Regional Response Controller (RRC) where available;
   c. consult with other principals where practicable;
   d. consider the Standard Emergency Warning Signal (SEWS) where an alert is issued for the area;
   e. consider advice from the Local Disaster Management Group (LDMG) and/or District Disaster Management Group (DDMG) where available; and
   f. consider other local stakeholder (e.g. P&C) input where applicable.
10. In making the decision to direct a Principal to temporarily close a school, campus or schools in a geographical area, the Regional Director must:
   a. consider available disaster or emergency information relevant to the locale;
   b. consult with principals where practicable;
   c. consider advice from the Local Disaster Management Group (LDMG) and/or District Disaster Management Group (DDMG) where available.
   d. consider the Standard Emergency Warning Signal (SEWS) where an alert is issued for the area;
   e. consult with the Department's Executive Response Controller; and
   f. consult with the non-State sector in the region where practicable.
11. Where students are unable to access safe transport, the Principal must make arrangements to ensure the safety of students at the school or campus, or an alternative site.

12. The Principal may release school staff not necessary for the supervision of students.

Communicating the decision to temporarily close a school or campus

13. The Principal of the school must make reasonable attempts to communicate the decision to temporarily close a school or campus to:
    a. the Regional Director;
    b. the school community including the Parents and Citizens' Executive;
    c. all service providers using the site or campus where applicable; and
    d. the DET Emergency and Security Management Unit (ESMU) if the Regional Director is unavailable.
14. The Regional Director may advise the media of the closure in order to facilitate communication with the community of the temporary closure.
15. The Regional Director must arrange for the closure information to be notified through the school closure website.
16. Where the temporary closure of a school or campus arises during the school day, the Principal must make reasonable attempts to contact parents to make arrangements for the transportation of students to a place of safety.
17. Where the decision to temporarily close the school or campus is made outside of normal school hours, the Principal must make reasonable attempts to notify students, parents, staff, other service providers and the school community of the temporary closure.

Decision to re-open the school or campus

18. The person responsible for deciding to re-open a school or campus following the end of a disaster or emergency situation is the Principal.
19. In making the decision to re-open a school or campus, the Principal must satisfy themselves that it is safe to re-open the school taking into account:
    a. the accessibility to and from the site;
    b. the condition of the site and infrastructure;
    c. the availability and impact of essential services;
    d. available emergency information; and
    e. the advice of their Regional Director where practicable.

Communicating the decision to re-open a school or campus

20. The Principal must make reasonable attempts to communicate the decision to re-open a school or campus to:
    a. the Regional Director;
    b. the school community including the Parents and Citizens' Executive;
    c. all Service providers using the site or campus where applicable; and
    d. the DET Emergency and Security Management Unit (ESMU) if the Regional Director is unavailable.
21. The Regional Director may advise the media of the re-opening in order to facilitate communication with the community of the re-opening.
22. The Regional Director must arrange for the re-opening information to be notified through the school closure website.

Definitions

For the purpose of this directive the following definitions apply:

DET Executive Response Controller

A person appointed by the Director-General who is responsible for the co-ordination of emergency operations in DET. This is generally the Assistant Director-General, Infrastructure Services Branch.

District Disaster Coordinator (DDC)

The Commissioner, Queensland Police Service (QPS), appoints a chair to the DDC role and deputy Chair for each disaster district. The DDC coordinates the District Disaster Management Group (DDMG).

District Disaster Management Group (DDMG)

The DDMG is responsible for the planning, organisation, coordination and implementation of all measures to mitigate/prevent, prepare for, respond to and recover from disasters.

Disaster or emergency situation

Includes, but is not limited to, flood, fire, bushfire, cyclone, tornado, tsunami, earthquake, chemical, medical, biological, or health related matters, structural damage or other circumstances that render gathering or staying at the premises of the instructional institution temporarily unsafe.

Emergency and Security Management Unit (ESMU)

The ESMU coordinates the delivery of the Department's legislative responsibilities for the purpose of facilitating disaster management preparedness and response.

Local Disaster Management Group (LDMG)

The LDMG is responsible for the local planning, organisation, coordination and implementation of all measures to mitigate/prevent, prepare for, respond to and recover from disasters.

Principal

The person ordinarily in day-to-day charge of the State school or the person in charge in the absence of the Principal (*see* s.9 of the EGPR).

Regional Director

The person with responsibility for the management of the Department of Education and Training (DET) region.

Regional Response Controller

Person appointed to coordinate the regional preparation, response and recovery effort. Typically the Regional Director located in the vicinity of the disaster or emergency situation or their delegate.

State school

For the purposes of this Direction, means a State Instructional Institution established under s.13 or 14 of the *Education (General Provisions) Act 2006 (EGPA)*, namely State primary, secondary or special education schools, environmental education centre and outdoor education centre. A school may have an additional site(s) referred to as a campus.

Standard Emergency Warning Signal (SEWS) alerts

Broadcast if the following four factors are present:

a. Potential for loss of life and/or a major threat to a significant number of properties or the environment. Usually the threat/impact would be the lead item in local news bulletins;
b. A significant number of people need to be warned;
c. Impact is expected within 12 hours - or is occurring at the time; and
d. One or more phenomena are classified as "destructive".

Further information

The CE Directive can be located on the Directives http://ppr.det.qld.gov.au/corp/infrastructure/facilities/Procedure Attachments/Disaster-and-Emergency-Management/(http://ppr.det.qld.gov.au/pif/directives/Pages/default.aspx)page of the Department's *Policies and Procedures Register (http://ppr.det.qld.gov.au/Pages/default.aspx)*. Effective from 6 October 2015.

15. School communications details

Phone tree

In a disaster or emergency event, the following phone tree will be activated.

(Example only, please adjust for the location.)

School personnel contact details

Role	Name	Email	Phone No. (Day)	Phone No. (After Hours)

16. External Emergency numbers

(Applicable for the location)

Display a copy of this list next to your administration phone/s.

Group	Contact/details	Phone number
Police	Life-threatening or time critical emergency	000 – calling from land line
	Non-life threatening incident	131 444
	Local Police Station	
Ambulance		000
LDMG		
DDMG		
Qld Fire and Emergency Services (QFES)		000
State Emergency Service (SES)		132 500
Hospital/s		
Electricity	Local number	
Water Corporation	Local number	
Gas supplier		
Building and Asset Services	Regional Manager	
Department of Community Safety (Regional Office)		
Child Safety Services	http://www.childsafety.qld.gov.au/contacts/index.html	1800 811 810 (Qld only)
Dept of Natural Resources & Mines	https://www.dnrm.qld.gov.au/our-department/contact-us	13 QGOV (13 74 68)

DET Contacts (When RRT not enacted)

Key contact	Contact/details	Phone number
Assistant Regional Director		
Infrastructure Manager		
Regional Health & Safety Consultant		
DET Emergency & Security Management Unit (ESMU)	qld-dete-emru@id.ngcomms.net	07 3034 6012

Local Community Contacts

	Contact/details	Phone number
Transport Operator		
After-hours Care Operator		
Tuckshop Convenor		

17. Students/Staff requiring assistance to evacuate

(This table can be removed from the ERP stored in the Central Storage Repository and kept in the version kept locally.)

* Response – evacuation, lockdown or temporary closure.

Name	Class/ Room	Condition	Response*/ Assistance required	Person responsible	Family/Carer contact & mobile

18. Specialist trained Staff

(E.g. First Aid, Fire Warden, Chainsaw qualified etc)

Staff Member	Training	Date Qualified To

19. Building information summary

Telephones (Landlines):

Location	Number	Location	Number

Alarms	Location	Monitoring Company	Location of Shut-off Instructions
Fire:			
Intrusion:			
Other:			

Utilities	, Location	Service Provider	Location of Shut-off Instructions
Gas / Propane:			
Water:			
Electricity:			
Solar			

Sprinkler System

Location of Control Valve:	
Location of Shut-off Instructions:	

Boiler Room

Location:	
Access:	

Emergency Power System

Type:	
Location:	
Provides Power To:	
Location of Shut-off Instructions:	

Building and Site Hazards

Hazard Description	Location

20. Suitability assessment to re-open the school or campus.

After an event which has caused the school to temporarily be closed the following process needs to occur in the course of deciding to re-open the school. Principals need to undertake an assessment to determine to the impact of the event on essential infrastructure and resources

```
┌─────────────────────────┐          ╔═══════════╗
│ School Temporarily      │          ║   Event   ║
│ Closed by CE Directive  │─────────▶║           ║
│ 1/2015                  │          ╚═══════════╝
└─────────────────────────┘                │
                                           ▼
        ┌──────────────────────────────────────────────────────┐
        │ BAS undertake initial assessment of site for         │
        │ damage and impact.   When it is safe to do so!       │
        └──────────────────────────────────────────────────────┘
             │                                    │
             ▼                                    ▼
┌───────────────────────────┐        ┌────────────────────────┐
│ School Response           │        │ SRC Not Present        │
│ Controller (SRC)          │◀───────│ BAS Site Attendance    │
│ Present – BAS provide     │        │ Notification           │
│ details of initial        │        │ Sticker                │
│ inspection and issues     │        └────────────────────────┘
│ Site Attendance           │
│ Notification Sticker      │
└───────────────────────────┘
             │
             ▼
┌──────────────────────────────────────────────────────────────┐
│ SRC reviews damage assessment and BAS observations           │
│ Priority works undertaken by BAS.                            │
│ In consultation with BAS and DET Regional Infrastructure     │
│ Advisers                                                     │
│ SRC undertakes *Suitability Assessment to Re-Open*           │
└──────────────────────────────────────────────────────────────┘
             │
             ▼
        ┌────────────────────────────────────┐
        │ SRC DECISION to REOPEN SCHOOL      │
        │ OR REMAIN CLOSED                   │
        └────────────────────────────────────┘
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SUITABILITY ASSESSMENT

Item	Considerations		Observation/Mitigation
STAFFING			
Has the event impacted on staff availability to support an acceptable staff/student supervision ratio?	Yes	If there is limited capacity to supervise students safely then remain closed. Consider contacting the Regional Response Team to request staff wellbeing support.	
	No		
ACCESS			
Is there a Police or District Disaster Management Group direction to close the school?	Yes	If the direction has not been revoked then the school or campus must remain closed.	
	No		
Does storm debris prevent safe movement around the school?	Yes	Is there a large amount of debris in school or campus grounds that prevents safe movement or supervision around the site? Can affected areas be barricaded and traffic diverted to allow safe movement around the school or campus?	
	No		
Are access roads to the school cut by debris, downed power lines or flood waters?	Yes	Liaise with the Local Disaster Management Group (LDMG) to determine when the roads will be safe to travel. Ensure access roads are not at risk of being cut off due to rising flood waters that will inhibit staff and students to leave the site safely. Contact the Local Disaster Management Group or the Police.	
	No	If the site can be accessed safely then consider re-opening if there are sufficient resources to provide for the safe supervision of students.	
BUILDINGS			
Have buildings been damaged?	Yes	If all buildings are damaged then then school or campus remains temporarily closed.	

Item		Considerations	Observation/Mitigation
		If not all buildings are damaged then consider the following: • Can access to damaged buildings be restricted to allow safe unimpeded access to other areas of the school or campus? • Are there sufficient teaching spaces available to deliver services (even in a limited capacity)? • Have Building & Asset Services (BAS) inspected the buildings and provided certification that the buildings are safe to reoccupy?	
	No		
HAZARDS			
Has asbestos-containing material (ACM) been exposed/damaged in the school grounds? Or other there other hazards that prevent human occupation eg mud, mould?	Yes	DET Policy is that no persons can be in the vicinity of damaged ACM or on site when ACM removal is undertaken. If ACM requires specialist removal then the school or campus needs to stay closed. Contact Building & Asset Services (BAS).	
	No		
WATER			
Has water supply to school been disrupted?	Yes	If Yes, can bottled water be sourced quickly for staff/student use? Parents can be asked to provide water for students but some bottled water will be required for emergencies. If Yes, is water available for amenities such as toilets? Contact the Infrastructure Manager.	
	No		
TOILETS			
Have septic tanks, sewer treatment equipment or sewage pumps been affected?	Yes	Have all the grounds been affected by sewage overflow or just an area? Can this area be barricaded off to restrict access without impacting on teaching space?	
	No		

Uncontrolled copy. Refer to the Department of Education and Training Policy and Procedure Register at http://ppr.det.qld.gov.au to ensure you have the most current version of this document.   Page **30** of **31**

Item		Considerations	Observation/Mitigation
Are the toilet buildings functioning and safe to be used?	Yes	Are they structurally safe and accessible?	
	No	Are other facilities available nearby or can Porta-loos be sourced.	
COMMUNICATIONS			
Have external telecommunications been affected?	Yes	If landlines have been affected then is there mobile phone capacity? Are mobile phones readily accessible? Are satellite phones required? Does an adjoining site have phones?	
	No		
ELECTRICITY			
Has the electricity supply been affected?	Yes	Are there power lines down within the school? Contact power supplier immediately. School must remain closed. Does the school have an external generator supply point installed? Can the supervision of students be undertaken without power to the classrooms? Is power required to operate the septic tanks?	
	No		
OTHER ISSUES			

DECISION RECORD

Record the decision to keep the school *Temporarily Closed* or to *Re-open* the school.

Signature:	Date :	Time:
Name:	Position:	

Quick Reference Guide

Disaster and Emergency Management Framework

Procedure

Disaster and Emergency
Management Procedure

↓

Arrangements

The DET Disaster and Emergency
Management Arrangements

↓

Structure

Level	Entity	Location	OIC	Plans
STRATEGIC (Executive)	Executive Response Team	Executive Coordination Centre	Executive Response Controller	Executive Emergency Response Plan
OPERATIONAL (Region)	Regional Response Team	Regional Coordination Centre	Regional Response Controller	Regional Emergency Response Plan
TACTICAL (School)	School Response Team	School Coordination Centre	School Response Controller	School Emergency Response Plan

Quick Reference Guide

Emergency Management Planning

Response Team Roles and Responsibilities

When the Department's disaster and emergency management arrangements are implemented, there is a requirement for each level (Executive, Regional or School) to form a Response Team. This forms part of the temporary organisational and reporting structure for a designated period. The Departments Response Structure is as follows:

The Response Teams are the Department's operational and decision making authority at their requisite level. They are activated and chaired by the Response Controllers. These Teams should have arrangements in place to enable a close working relationship with other relevant DET Response Teams,

DET areas and any external supporting agencies. The mechanism for coordination activities with other agencies will be via the Operations function, or via an Advisory Group, if the complexity of the event requires the formation of such a group. The scale of the activation of the Response Team will be determined by the Response Controller.

The Teams will be comprised of experienced officers of the department who are competent to undertake their required roles either by the alignment of their current duties or their training.

Response Team levels and leadership

Level	Team	Officer-in-Charge	Designated Officer
Executive (Strategic)	Executive Response Team (ERT)	Executive Response Controller (ERC)	Assistant Director-General - Infrastructure Services Branch
Region (Operational)	Regional Response Team (RRT)	Regional Response Controller (RRC)	Regional Director
School (Tactical)	School Response Team (SRT)	School Response Controller (SRC)	School Principal

Response Team Structure

The structure of the Response Team will vary depending on level, location, available resources, the scale of the disaster or emergency event and the severity of the impact. In general, to ensure a location can respond effectively in a disaster or emergency event, the following areas of responsibility must be considered when developing the structure of the Response Team.

As part of the emergency management planning for each level and location, the staff who will be assigned the recommended roles and responsibilities should be identified and included in the Emergency Response Plan (ERP). These roles may have some variation across the levels of the response.

The format of the structure supports and aligns to other disaster management entities e.g. State Disaster Management Arrangements, Emergency Services and Local Government structures.

Executive/Region/School Response Team Roles

Role	Responsibilities
Response Controller	Overall lead and coordinator of the disaster or emergency response and recovery.
Infrastructure (Operations)	Responsible for collecting and processing information about the incident and response status (situational awareness). Also responsible for managing and tasking additional resources to support operations and maintaining liaison with external agencies. Responsible for overall management of the Coordination Centre and preparation of any assessments if required and any enhanced Response Plans.
Educational Services (Logistics/Resources)	Responsible for securing materials, resources, services and additional staff to sustain operations and restore educational services (Business Continuity).
CEP (Public Information Officer)	Information and communications management internally and externally– see the *Disaster and Emergency Communications Strategy*.
Finance (Finance)	Supports the other functional areas through the financing of operations as well providing administrative support and management of the Coordination Centre. Responsible for tracking of response costs for corporate accounting.
HR and Wellbeing (Support)	Conduct activities to support staff resilience. Monitoring the management of risk, welfare safety of all staff through the advice on entitlements, welfare and wellbeing support.
Advisory Group	Senior or Specialist staff or stakeholders who provide advice and guidance to the Response Controller.

DoE RTI application 193581 - File B: Policy Performance & Planning - Document 160 of 200

Hostile People on School Premises, Wilful Disturbance and Trespass

Version Number
3.0

Implementation Date
28/01/2015

Scope
All state schools

Purpose

This procedure outlines the options available under the *Education (General Provisions) Act 2006 (Qld)* (EGPA), to assist Principals and school staff in preventing and managing unsafe situations on the premises of state educational institutions (whether they have buildings on them or not, or whether or not the conduct occurs in school hours).

Overview

The Department of Education, Training and Employment is committed to taking all reasonable steps to provide a safe environment for staff, volunteers, students, parents and visitors at State educational institutions. Section 5 of the *Education (General Provisions) Regulation 2006 (Qld)* makes a principal responsible for the safety and overall management of state instructional institutions.

This includes events such as wilful disturbance, trespassers, distribution of non-education documents, and also processes for obtaining information from the person/s and giving directions to the person/s regarding their conduct or movement at the school.

At all times, proportionate and graduated responses should be applied when managing difficult or dangerous situations, ensuring adherence to laws, and always acting reasonably and dispassionately. It is important to ensure, before exercising one of the below powers, that the person concerned is not an exempt person.

Queensland Police should be contacted immediately if the behaviour of a person is of a serious nature, such as if there is a threat of physical danger, and request the police to remove the person from the school in accordance with police powers. In some circumstances, and only when necessary, physical intervention may be required if there is a genuine threat to a safe school environment (see Chief Executive's Guideline: No.01/2012)

If a form is required to be given to a person (see sections 337, 340 of the EGPA) the form may be given by:

- The principal, by handing it to the person concerned (the Principal must complete a Record of Giving A Form)
- The principal, by sending it to the person's home address as recorded on school records by registered post (the Principal must complete a Record of Giving A Form). Please note that

posting the form can delay its effectiveness;
- Where appropriate, engaging the Queensland Police Service or a process server to serve the form on the person (ensure that the police or process server complete an affidavit of service concerning the giving of the form);

A copy of the signed form must be kept as an official record and for evidentiary purposes

A number of checks and balances have been included in the EGPA to minimise misapplication of the powers such as appeal and review options relative to each section.

Responsibilities

Principals

Under the EGPA, Principals may complain to the Queensland Police Service and/or exercise one of the below powers (ensuring the person/s is not an exempt person for the section) where:

Dealing with wilful disturbance (s.333 EGPA) Note: students are exempt

(i) a person wilfully disturbs the good order or management of a state educational institution, or

(ii) a person insults an officer of a state educational institution in the presence or hearing of a student of the institution who is in or about the school premises, or assembled with others for educational purposes at, or in, any place.

- Principals should follow any complaint to Queensland Police with consideration of giving a s.337 direction, a s.339 direction or a s.340 direction or seeking a s.341 direction.

Dealing with trespassers (s.334 EGPA)

- A person is on the premises of a state educational institution without lawful authority or a reasonable excuse
  Note: this may not apply to parents of a student at the school during school hours because they may have a reasonable excuse to be at the school in relation to the child.
- Principals and school staff when using physical force to restrain or eject from the premises a person who becomes abusive or violent must comply with the Chief Executive's Guideline: No.01/2012.
- Principals should follow any complaint to Queensland Police with consideration of giving a s.337 direction, a s.339 direction or a s.340 direction or seeking a s.341 direction.

Dealing with distribution of non-education documents (s 67 EGPR)

- A person distributes a non-education document on the premises of a school, without the permission of the institution's principal (does not apply to documents lawfully distributed by a minister of religion or accredited representative in accordance with s.30(1) EGPR).
- Principals should follow any complaint to Queensland Police with consideration of giving a s.337 direction, a s.339 direction.

Giving a s.336 EGPA direction (requirement to state name and residential address)

- May:
  - require a person on state instructional institution premises to state their name and residential address only if intending to issue a direction under s.337 or s.339
  - require the person to give evidence of the correctness of their name and address, if they reasonably suspect the details supplied are false and warn the person that it may be an offence to fail to state their name and residential address
  - photograph or video the person if they refuse to give their name and address, being careful to use this record appropriately and making it available only to people who need to have the information for the purposes of prosecuting an offence.

Giving a s.337 EGPA direction (30 day 'good behaviour' direction)

- May give a person a <u>written direction</u> (**Note:** this direction may not be used to exclude a person from a state instructional institution's premises), for a period of up to 30 days after the direction is issued, about the person's conduct or movement at the state instructional institution, if the direction is necessary:
  - to ensure the safety and wellbeing of other persons lawfully at the premises
  - to prevent or minimise damage to the premises or to property at the premises;
  - to maintain good order at the premises
  - for the proper management of the institution
- Unacceptable behaviour not occurring on school premises may also be taken into account when considering a s.337 direction. Behaviour, such as threatening or nuisance telephone calls, e-mails and social media commentary/posts may be referred to external agencies, such as the police or a telecommunications provider for action, but may also be taken into account for the purposes of deciding if a direction is necessary to be given for the reasons outlined above.
- If a school principal is concerned for the health and wellbeing of a staff member/s as a consequence of hostile references in social media commentary/posts, the principal should consider <u>sending the template letter</u> prepared for this purpose
- Keep in mind that the direction applies for thirty ordinary days, not 30 school days AND does not prohibit the person from the school premises.

Giving a s.339 EGPA direction (24 hour prohibition from school premises)

- May give a person an <u>oral direction</u> requiring the person to immediately leave and not re-enter the state instructional institution for 24 hours after the time the direction is actually given to the person, if the person:
  - has committed or is about to commit an offence at the premises
  - has used or is about to use threatening, abusive or insulting language towards another person at the premises
  - has engaged in or is about to engage in threatening or violent behaviour towards another person at the premises
  - does not have a good and lawful reason to be at the premises
- The oral direction must include:
  - the terms of the direction; and
  - the ground for the direction; and
  - the time during which the person may not re-enter the premises (which must not exceed 24 hours).
- Principals may print out, laminate and carry with them a standard script for giving a <u>s.339 oral direction</u>
- **Principal actions**
- if a person is in breach of a direction, complain to the police immediately AND consider giving a s.340 direction to the person.
- notify the Regional Director of directions being issued under sections 337, 339 or 340
- Complete the Form Record of giving a <u>s.339 direction</u>
- ensure that in following any course of action they do not put themselves or their staff in a potentially harmful situation

Giving a s.340 EGPA direction (60 day prohibition from school premises)

- In general s.340 directions should be reserved for circumstances in which another less serious direction (s.337, s.339) is insufficient. This will usually arise in circumstances where the less serious directions have been breached, there have been multiple less serious directions (tending to establish that the person is incorrigible) or the circumstances of a person's behaviour are so serious that it merits immediate, serious consequences (for example, serious assault on school premises of any person, wilful damage to school property or serious threats of violence to persons or property at the school)

- Should the principal decide that behaviour would warrant the application of the power in s.340 OR if the behaviour amounts to a breach of an existing s.337 direction or would result in a further s.337 direction being given, use the template letter for completing a draft direction
- May contact LALB and seek advice on the making of the direction before issuing it. (Please note that s.340 directions are subject to internal review)
- Make every effort to ascertain the parent's name and address in cases involving a prohibition order on a child (not a student of the school) for up to 60 days. This is because in making the direction to prohibit the principal must make every effort to notify the child's parent of the decision.
- Use judgment as to whether a person is a child or not, which may involve asking students how they know the person or the person's history.
- Where a s.340 prohibition is imposed, consider carefully if the person's conduct also merits a s.341 direction (prohibition for up to 12 months). If so, then seek the s.341 prohibition at the commencement of the s.340 prohibition so that the Director-General or delegate can utilise the 60 day prohibition period to make a decision in respect of the request for a s.341 prohibition.
- If a school principal decides that it would not be appropriate for them to issue a s.340 direction personally (for example, the principal believes that it would be inappropriate if they acted themselves because it would be a breach of natural justice), then the principal may recommend that the Director-General or delegate make the direction instead.
- The Principal should have reference to the Request to issue s.340 direction briefing template and template Request s.340 letter for this purpose.

Asking for a s.341 EGPA direction to be made (prohibition from school premises for more than 60 days, but not more than 12 months)

- Where a case is serious enough (repeated breach of s.337 or breach of s.340 direction, actual or threatened serious violence to a staff member, student or other person) that it is appropriate to ask the Director-General or delegate to make a direction prohibiting a person from a state school for a period of 12 months.
- Regions will seek advice from the Office of the Director-General or delegate, should the principal decide that the level of severity of the disruption, abuse or violence would warrant the application of the power in s.341 of the EGPA, or other legal action
- Regions will use the template briefing note and template preliminary view letter for making this request.
- Where a person is already subject to a s.340 prohibition, Regions must provide the template briefing to the Office of the Director-General or delegate at the commencement of the 60 day prohibition to enable the decision maker to take advantage of the existing prohibition period to make their decision before the prohibition period runs out.
- Make every effort to ascertain the parent's name and address in cases involving a prohibition order on a child (not a student of the school) for more than 60 days. This is because the Director-General or delegate, in making the direction to prohibit must make every effort to notify the child's parent of the direction or application.
- Use judgment as to whether a person is a child or not, which may involve asking students who know the person or the person's history.

Asking for a s.352 or 353 EGPA Order to be applied for (12 Month prohibition from all state and non-state school premises)

- Where a case is serious enough (repeated breach of s.337 or s.340 direction, actual or threatened serious violence to a staff member or student at more than one state or non-state school) that it is appropriate to ask the Director-General or delegate to apply to QCAT for an order prohibiting a person from all state or non-state schools for a period of 12 months.
- Seek advice from the Office of the Director-General or delegate, should the principal and the Regional Director decide that the level of severity of the disruption, abuse or violence would

warrant the application of the power in ss.352 or 353 of the EGPA, or other legal action
- Make every effort to ascertain the parent's name and address in cases involving a prohibition order on a child for more than 60 days. This is because the Director-General or delegate, in making the direction to prohibit must make every effort to notify the child's parent of the application.
- Use judgment as to whether a person is a child or not, which may involve asking students who know the person or the person's history.

Regional Director:

- Co-signs/approves requests for directions under ss.341, 352, 353 to the Director-General or delegate as the matter may require
- Compiles records of all s.337, 339 and 340 directions given by staff under their supervision for the purposes of the department's annual report.
- May consult with Legal and Administrative Law Branch (LALB) in respect of the drafting of s.341 directions and progress of such requests to the Director-General or delegate

Director-General or delegate:

- Upon the making of a submission against a s.337 direction, confirms or cancels the directions according to the timeline provided in s.338 of the EGPA
- Compiles records of all s.338 appeals for the purposes of the department's annual report.
- May consult with LALB in respect of directions under s.341
- Records details of the exercise of the powers conferred under the EGPA for inclusion in the department's annual report.

Director-General:

- May consult with LALB in respect of applications to QCAT under s.352
- May apply to QCAT for an order prohibiting a person from entering all state schools for up to one year under s.352
- May consult with LALB in respect of applications to QCAT under s.353
- May apply to QCAT for an order prohibiting a person from entering all state and non-state schools for up to one year under s.353
- Records details of the exercise of the powers conferred under the EGPA (including the direction to leave and not re-enter the premises for 24 hours) in the department's annual report.

Process

See above in responsibilities.

Online Resources
Guidelines

- Chief Executive's Guideline: No.01/2012

Forms

- Form 337: Template Direction about conduct or movement on school premises
- Form 340: Template Direction Letter for 60 day prohibition
- Template DG or delegate GBN: Section 341—Application to DG or delegate to prohibit entry to school premises for more than 60 days
- Template preliminary view letter Section 341—Application to DG or delegate to prohibit entry to school premises for more than 60 days

- Template decision letter Section 341—Application to DG or delegate to prohibit entry to school premises for more than 60 days
- Template letter 341: Principal to RD—Request for action
- Template Record of Giving A Form
- Template Record of Giving a s.339 oral direction
- s.340a Template Decision Letter
- s.340A Template Briefing Note
- Region letter—Sections 340 and 340A

Script

- Standard script for giving a s.339 oral direction

Review Date

15/07/2015

Definitions

Non-education document means a document other than a document used in delivering an educational program to students of the institution.

Premises of a State educational institution means the building and/or lands that make up a state educational institution.

State educational institution means an educational institution established under section 13,14 or 15 of the EGPA, and includes State primary, secondary and special schools, environmental education centres and outdoor education centres, centres for the support and development of teachers and officers of the department, student hostels or student residential colleges.

State instructional institution means an educational institution established under sections 13 or 14 of the EGPA and includes State primary, secondary and special schools, environmental education centres and outdoor education centres.

Exempt person for the purposes of s.333 of the EGPA, means a person who was at the relevant time a student of the relevant State educational institution. For the purposes of sections 336, 337, 339-341, 352-353 of the EGPA, it means a student or pre-prep child of or an employee of the department engaged to perform work at the relevant State instructional institution premises.

Authority

- *Education (General Provisions) Act 2006* (EGPA) Chapter 12, Parts 5, 6 and 8
- *Education (General Provisions) Regulation 2006* (EGPR)
- *Police Powers and Responsibilities Act 2000* Section 48(1)
- *Work Health and Safety Act 2011*

Related Policy Instruments

- *School Security*

Attachments

- Form 337—Template direction about conduct or movement

- Template letter 341: Principal to RD—Request for action
- Template DG or delegate GBN: Section 341—Application to DG or delegate to prohibit entry to school premises for more than 60 days
- Record of giving forms—s.337 or s.340
- Chief Executive's Guideline No. 012012
- Form 340—Template direction letter for 60 day prohibition
- Template preliminary view letter Section 341—Application to DG or delegate to prohibit entry to school premises for more than 60 days
- Template decision letter Section 341—Application to DG or delegate to prohibit entry to school premises for more than 60 days
- Template record of giving a s.339 oral direction
- Standard script for giving a s.339 oral direction
- s.340A Template Decision Letter
- s.340A Template Briefing Note
- Region letter—Sections 340 and 340A

Contact

DETE employees, please contact:

- In the first instance contact a Principal Advisor at the Regional Office.
- For legal assistance, contact the Legal and Administrative Law Branch on (07) 3404 9330 or by email at advicerequest.LEGAL@dete.qld.gov.au

Persons subject to action in accordance with this procedure should obtain their own independent legal advice.

Uncontrolled Copy Disclaimer

Uncontrolled copy. Refer to the Department of Education, Training and Employment Policy and Procedure Register at http://ppr.det.qld.gov.au to ensure you have the most current version of this document.

Date

Name
Address

Dear Ms / Mr / Mrs Surname

On date at [insert if relevant] approximately <time> at the premises of name of school **OR** at (use if conduct occurred outside premises of school), I am advised you engaged in inappropriate behaviour **OR** I observed you engage in inappropriate behaviour. (Delete whichever option does not apply). I have considered if I should make a direction pursuant to s.340 of the *Education (General Provisions) Act 2006* (the Act) prohibiting you from entering the premises of the school for [insert period up to 60 days] .

My decision
I have decided to issue a direction prohibiting you from entering the premises of school name. This direction remains in force for [insert period as stated above] after the date on which it is given to you.

The date of my decision is date.

If you breach this direction your breach will be reported to the police and you may be subject to prosecution and a fine of 30 penalty units. Information about penalty units is available from https://www.qld.gov.au/law/crime-and-police/types-of-crime/sentencing-fines-and-penalties-for-offences/.

Material relied upon
In respect of my decision I considered the following material:
* Section 340 of the Act
* Departmental procedure *Hostile People on School Premises, Wilful Disturbance and Trespass*
* A copy of number of witness statements from school staff / students / visitors concerning your behaviour at the school on date of incident
* [List any other materials related to the incident that occurred on that particular date e.g. information from QPS]
* [List any other previous direction issued to the person] A copy of a direction given to you pursuant to s.337 of the *Education (General Provisions) Act 2006* dated date.

I have attached a redacted copy of this material for your consideration.

Findings of fact
On the basis of the information supplied to me I made the following findings of fact:
(example, from a real matter, of how this section should be completed)

* *on 25 August 2014, at approximately 5.00pm, you attended at XXX State School in order to collect your son from the After School Care facility. At approximately 5.00pm you approached the administration block;*
* *you met me at the rear door of the block. I had just closed the rear door to leave the building for the day and turned to find myself standing face to face with you;*
* *I was accompanied by the deputy principal.*
* *you began swearing - calling me a "little fuck" and a "fucking bitch". Your demeanour was aggressive; the volume of your voice was loud;*
* *I felt very intimidated by your actions;*
* *you moved forward in an aggressive stance continuing to yell insults and threats at me;*

- *your aggression escalated and you punched the wall of the building, directly in front of my face, with force; the force was sufficient to break the wall cladding of the exterior wall;*
- *I directed you to leave the school grounds three times. You did not comply;*
- *you continued to swear at and verbally abuse me and the Deputy Principal as you left the grounds after the third direction to leave the school;*
- *I re-entered the Administration building and called the police;*
- *you re-entered the grounds approximately 15 minutes later despite previously being directed to leave;*
- *The deputy principal and I locked ourselves in the Administration building and called 000 for assistance;*
- *you started to bang hard on windows and doors, yelling out to staff inside the building. You continued to bash the windows and the doors;*
- *I instigated a school lockdown because cleaners and after school care were on site;*
- *you left the grounds before police attended;*
- *I understand that police have subsequently spoken to you about this matter and that they have pressed charges against you, namely 1 x Wilful disturbance (s.33, Education (General Provisions) Act 2006).*
- *I understand that you have been granted bail in respect of this offence on the condition that you do not approach myself or the deputy Principal or attend the premises of the school;*
- *Your actions were witnessed by other staff and students;*
- *This is not the first occasion on which you have engaged in inappropriate behaviour on school premises / against school staff / school visitors. On XX August you were served with a direction Under Section 337 of the Education (General Provisions) Act 2006.*

Reasons for my decision

I am issuing this direction under s.340 of the Act because I am reasonably satisfied based on the material in my possession (outlined above) and the findings of fact (set out above), that unless a direction is given you are likely to: [of the following 3, delete whichever is not applicable]

- enter the school and cause physical harm to, or apprehension of fear of physical harm in other persons,
- damage the premises or property at the premises, and
- disrupt the good order or management of the institution.

Application for review

You may apply to the Chief Executive (or delegate) for a review of my decision under s.390 of the *Education (General Provisions) Act 2006.*

Your application must be made in writing and be made within 30 school days after you have been given this information notice. If you require more time to make your application you may apply to the Chief Executive (or delegate) for an extension of time.

Your application must explain why you disagree with this information notice and must also be supported by enough information to enable the Chief Executive (or delegate) to decide the application.

Your application should be addressed to:

Yours sincerely

School principal name
Principal
XXXX School

Enc

Record of Giving Forms

s.337 OR s.340

DETAILS OF PERSON FORM DIRECTED TO

Title   Name

Address

TYPE OF FORM GIVEN?

Form: ☐ 337   ☐ 340

DETAILS OF PERSON GIVING THE FORM

Title   Name

HOW WAS THE FORM GIVEN?

☐ **By delivering it to the person personally:**

I delivered the form on the following date and time:

I was able to identify the person the form was given to by:

OR

☐ **By post:**

Date posted:

☐ **I sent the form by the following postal method:**

☐ Registered post   ☐ Express post   ☐ Ordinary post

Tracking Number (Please attach sticker for Registered Post/Express Post):

☐ The address on the envelope was the address of the last place I knew to be the person's residence, namely:

OR

☐ **By leaving the form addressed to the person at the last place I knew to be the person's residence, namely:**

Date and time form left:

How / where was form left:

OR

☐ **By giving the form, addressed to the person, to a police officer to serve to the person, at the last place I knew to be the person's residence, namely:**

Name, rank and registered number of police officer:

COPY OF SIGNED FORM ATTACHED

☐ Copy of signed form is attached and marked "Attachment 1"

NAME AND SIGNATURE OF PERSON GIVING FORM

Name:

Signature:

Date:

To be prtinedprinted on school letterhead

Date

Regional Director name
Regional Director
Address
Fax Fax number

Dear Regional Director name

Request for s.340 direction

I am requesting that you support appropriate action being taken under ss. 340 and 340A of the *Education (General Provisions) Act 2006* against name of person of address of person.

I am of the opinion that s/he has:

Clearly state the grounds, facts, and circumstances for this request. Refer to section 340 of the Act.

- ....
  ....

- ....
  ....

- ....
  ....

Pursuant to s.340A of the Act I am of the view that it would be appropriate for the Chief Executive [or Delegate] to make this direction rather than me because:[insert reasoning as to why it is appropriate for the Chief executive to make this direction rather than the school Principal – how would it breach the principles of natural justice for the school Principal to make this direction? For example: Is the subject person related to the Principal or a former romantic acquaintance of the Principal? Is the Principal a victim of an assault by the subject person?]

I ask that you support progression of my request to the Director-General [or delegate].

| Commented [GJ1]: Included footer |

Please find attached the following information which is relevant to this matter:

1. An outline/description of incident/s that has triggered this request.

2. File notes, diary notes, letters and other records from me as Principal and/or other person/s relating to this or previous encounters.

3. Copies of any previous written directions under sections 336, 337, 339 and 340.

4. Witness statements.

5. History of police contact.

6. Other relevant material.

Thank you for your consideration of this matter.

Yours sincerely

Principal's name

Principal

State school name

Department File Ref:	

Briefing Note
Director-General [Or Director-General's delegate]
Department of Education

Action required: For Approval/With Correspondence

Action required by: as soon as practicable.

Urgent –

SUBJECT: SECTIONS 340 AND 340A – DIRECTION TO PROHIBIT ENTRY TO [NAME
OF STATE SCHOOL] PREMISES – [NAME OF PERSON]

Summary of key objectives

- A decision is sought from the Director-General [Or Director General's delegate] on issuing a direction prohibiting [name of person] entry to the premises of [name of school] for up to 60 days.

Key issues

1. The Principal of [name of school] requests consideration be given to prohibiting [name of person] entry to the premises of [name of school] for up to 60 days, under ss.340 and 340A of the *Education (General Provisions) Act 2006* (the Act) (**Attachment 1**).

2. Section 340 of the Act gives a Principal power to issue a written direction prohibiting a person from entering the premises of a State school for up to 60 days after the day on which the direction is given (**Attachment 3**).

3. Section 340A of the Act provides the Director-General may exercise the power under s.340 if the Principal, or the Director-General, reasonably believes it would be appropriate for the Director-General to exercise the power to give a person a written direction under s.340 (the Act gives the example that it would be appropriate for the Director-General to exercise the power if the Principal was prevented from doing so by the principles of natural justice relating to bias) (**Attachment 3**).

4. The Director-General's power under s.340A has been delegated to your position of XXXXX (**Attachment 4**).

5. You may issue a written direction under s.340 prohibiting [name of person] entry to the premises of [name of school] if you are reasonably satisfied that, unless the direction is given, [name of person] is likely –

    (a) to cause physical harm to, or apprehension or fear of physical harm in, another person when the other person is at the premises; or

(b) to damage the premises or property at the premises; or

(c) to disrupt the good order or management of the school.

6. You will also need to be satisfied in accordance with s.340A of the Act that it is appropriate for you to issue the direction, rather than the Principal.

Implications

7. If you decide to issue a written direction under s.340 of the Act prohibiting [name of person] entry to the premises of [name of school] for up to 60 days, [name of person] may apply to the Director-General (or delegate) for a review of the decision under s.390 of the Act.

8. There are no financial or media implications associated with this matter.

Background

9. By letter dated [insert date] the Principal of [name of school], pursuant to s.340A of the Act, requested action be taken under s.340 of the Act to direct [name of person] not to enter the premises of [name of school] for up to 60 days (**Attachment 1**).

10. The Principal is of the opinion that, unless a direction is given under s.340 of the Act, [name of person] is likely to [of the following 3, delete whichever is not applicable] –

(a) cause physical harm to, or apprehension or fear of physical harm in, another person when the other is at the premises; or

(b) damage the premises or property at the premises; or

(c) disrupt the good order or management of the institution (**Attachment 1**).

11. This Principal is also of the opinion that it is appropriate for the Director-General [Or Director General's delegate] to issue the direction under s.340 of the Act because [insert reasoning here as to why it is more appropriate for the CEO or delegate to make the direction than it is for the school principal – If the school Principal issues the direction how will this offend the principles of natural justice? Refer to relevant circumstances outlined in Principal's letter] (**Attachment 1**).

12. The material considered, findings of fact and reasoning for the decision sought are set out in the draft letter to [name of person] (**Attachment 2**). The draft letter is a written direction under s.340(1) and meets the requirements of an "information notice" for the purposes of s.340(4) of the Act.

List of Attachments

- Attachment 1 – Letter of request from Principal and supporting material

- Attachment 2 – Draft letter to [name of person] and supporting material

Department File Ref:	

- Attachment 3 – Extract of ss.340 and 340A of the Act
- Attachment 4 – Instrument of Delegation for s.340A of the Act

Right to information

13. The contents or attachments contained in this brief are / are not **suitable** for publication.

Recommendation

That the Director-General [Or Director-General's delegate]:

(a) **note** the Principal's request for a direction to be issued under s.340 of the Act prohibiting [name of person] entry to the premises of [name of school];

(b) **decide** whether to issue a written direction under s.340 of the Act prohibiting [name of person] entry to [name of school] and, if applicable, the period of the prohibition (the period must not be more than 60 days);

(c) **sign** the attached letter (**Attachment 2**) to [name of person] if you decide to issue a direction under s.340 of the Act and you agree with the content of the letter.

NOTED / APPROVED/ NOT APPROVED

Director-General [Or Director-General's delegate]

    /   /

Director-General's [Or Director-General's delegate's] **comments**

Action Officer	Endorsed by:	Endorsed by:
	Regional Director	
Tel:	Tel:	Tel:
	Date: / /	Date: / /

Date (Chief Executive or delegate to enter this date following Chief Executive's or delegate's consideration of the matter).

Name
Address

Dear Name

I refer to allegations that you behaved inappropriately while on the premises of school name on date. In respect of this matter, I have been asked to make a direction pursuant to s.340 of the *Education (General Provisions) Act 2006* (the Act) prohibiting you from entering the premises of the school for 60 days.

My decision

[insert if decision by delegate] For the purposes of s.340 of the Act I am the Chief Executive's delegate. I have decided to issue a direction prohibiting you from entering the premises of school name. This direction remains in force for 60 days after the date on which it is given to you.

The date of my decision is date [Chief Executive or delegate to enter this date following Chief Executive's or delegate's consideration of the matter. It would be the date the Chief Executive or delegate approved the recommendation on the associated General Briefing Note].

If you breach this direction your breach will be reported to the police and you may be subject to prosecution and a fine of no more than 30 penalty units. Information about penalty units is available from https://www.qld.gov.au/law/crime-and-police/types-of-crime/sentencing-fines-and-penalties-for-offences/.

Material relied upon

In respect of my decision I have considered the following material:

- Sections 340 and 340A of the Act
- Departmental procedure *Hostile People on School Premises, Wilful Disturbance and Trespass*
- A request from the principal of school, principal name pursuant to s.340A of the Act to issue you with a s.340 direction
- A copy of number of witness statements from school staff concerning your behaviour at the school on date of incident
- [List any other materials related to the incident that occurred on that particular date e.g. OneSchool record of any action/s taken by QPS]
- [List any other previous direction issued to the person] A copy of a direction given to you pursuant to s.337 of the *Education (General Provisions) Act 2006* dated date.

I have attached a redacted copy of this material for your consideration.

Findings of fact

On the basis of the information supplied to me I am satisfied on the balance of probabilities that:

Reasons for my decision

Pursuant to s.340A of the Act I am satisfied that it is appropriate for me as the Chief Executive [or delegate of the Chief Executive] to issue this direction.

I am issuing this direction under s.340 of the Act because I am reasonably satisfied based on the material in my possession (outlined above) and the findings of fact (set out above), that unless a direction is given you are likely to: [of the following 3 delete points not applicable]

- enter the school and cause physical harm to, or apprehension of fear of physical harm in other persons,
- damage the premises or property at the premises, and
- disrupt the good order or management of the institution.

Application for review
You may apply to the Chief Executive for a review of this decision under s.390 of the *Education (General Provisions) Act 2006*.

Your application must be made in writing and be made within 30 school days after you have been given this information notice. If you require more time to make your application you may apply to the Chief Executive (or delegate) for an extension of time.

Your application must explain why you disagree with this information notice and must also be supported by enough information to enable the Chief Executive to decide the application.

Your application should be addressed to:

Yours sincerely

Director-General's name [OR name of Director-General's delegate]
Director-General [OR position of Director-General's delegate]
Department of Education, Training and Employment

Ref:

Enc

SCRIPT FOR GIVING A s.339 DIRECTION

Pursuant to s.339 of the Education (General Provisions) Act 2006:

- I am directing you to immediately leave the premises of the school;

- You are not permitted to return to the premises of the school for a period of 24 hours from the giving of this direction, namely not before XXXXX tomorrow;

- I am giving you this direction because I reasonably suspect that (**choose one or more from below**):

  (a) You have committed, or are about to commit, an offence at the premises, namely (provide detail of facts and circumstances forming basis for the suspicion) ; AND / OR

  (b) You have used, or are about to use, threatening, abusive or insulting language towards another person at the premises, namely (provide particulars); AND / OR

  (c) You have engaged, or are about to engage, in threatening or violent behaviour towards another person at the premises, namely (provide particulars); AND / OR

  (d) You have otherwise disrupted, or are about to disrupt, good order at the premises, namely (provide particulars); AND / OR

  (e) You do not have a good and lawful reason to be at the premises.

Date

Name
Address

Dear Ms / Mr / Mrs Surname

I refer to allegations that you behaved inappropriately while on the premises of school name on date. In respect of this matter, I have been asked to make a direction pursuant to s.341 of the *Education (General Provisions) Act 2006* (the Act) prohibiting you from entering the premises of the school for more than 60 days, but not more than 1 year.

[Include if decision is being made by the Director-General's delegate] For the issuing of a direction under s.341 of the Act, I am the Chief Executive's delegate.

My decision
I have decided to issue a direction prohibiting you from entering the premises of school name. This direction remains in force for <insert period greater than 60 days, not greater than 1 year> after the date on which it is given to you.

The date of my decision is date

If you breach this direction your breach will be reported to the police and you may be subject to prosecution and a fine of 40 penalty units. Information about penalty units is available from https://www.qld.gov.au/law/crime-and-police/types-of-crime/sentencing-fines-and-penalties-for-offences/.

Material relied upon
In respect of my decision I considered the following material:
- Section 341 of the Act
- Departmental procedure *Hostile People on School Premises, Wilful Disturbance and Trespass*
- A copy of number of witness statements from school staff / students / visitors concerning your behaviour at the school on date of incident
- [List any other materials related to the incident that occurred on that particular date e.g.OneSchool record of contact with QPS]
- [List any other previous direction issued to the person] A copy of a direction given to you pursuant to s.337 of the Act dated date.
- My preliminary view letter addressed to you dated XXXX; and
- Your response to my preliminary view letter, dated XXXX.

I have attached a redacted copy of this material for your consideration.

Findings of fact
On the basis of the information supplied to me I made the following findings of fact:
(example of how this section should be completed)

On the basis of the information supplied to me I am satisfied on the balance of probabilities that:
- *On 26 November 2014 you attended at XXX State School in order to meet with the Principal regarding the suspension of XXXXXXX:*
  - *At approximately 12:45pm, you entered the Administration building and asked to see the Principal. When told the Principal was in a meeting, you said "I don't care where he is. I'll pull him out". You identified yourself as XXXXX.*

- o The Principal was contacted by staff, left the meeting and walked towards the administration building to meet with you.
- o You said to the Principal "Your time for talking is over you need to fucking listen. You're a fucking dog."
- o The Principal asked you to calm down so that he could discuss your issue with you.
- o As the Principal walked past you, you hit him in the head from the side and without warning and he fell to the ground hitting his head on the concrete.
- o You then grabbed and punched a contractor, Mr A, in the chest who attempted to intervene.
- o When the Principal moved inside the administration building, you followed him and continued to make threats including "You're a dead man", "I'll take you outside and finish you off", "I'll hunt you down like the dog you are and kill you", "You're as good as dead if XXXX isn't back at school tomorrow"
- o You repeatedly swore at school staff using the words "fuck" and "cunt"
- o The Principal reports that your actions were witnessed by two contractors and two administrative staff.
- o Subsequently you left the administration building and drove away from the school in your car.
- o Queensland Police Service was notified of the incident. On XX XX 2013, you were subsequently arrested and charged with assault occasioning bodily harm, common assault and threatening violence under the Criminal Code.
- o You have been released on bail with conditions that you are to have no contact, directly or indirectly, with the Principal, Mr XXXX, a teacher, Ms XXXX and the two contractors who were at the school site.
- o Your case is set to be heard in XXXX Magistrate's Court on XXXXX 2014.
- This is not the first occasion upon which you have engaged in inappropriate behaviour on school premises or in respect of school staff:
  - o You have previously been issued a s.337 direction by Mr XXXX, A/ Principal of XXXX State School, on 30 May 2013; and
  - o You have previously been issued a s.340 direction prohibiting you from entering the premises of XXXX State School by the Regional Director, South East Region, on 9 October 2013.

Reasons for my decision

I am issuing this direction under s.341 of the Act because I am reasonably satisfied, based on the material in my possession (outlined above) and the findings of fact (set out above), that unless a direction is given you are likely to: [of the following 3, delete whichever is not applicable]

(a) cause physical harm to, or apprehension or fear of physical harm in, another person when the other person is at the premises; or

(b) damage the premises or property at the premises; or

(c) disrupt the good order or management of the institution.

Application for review

You may apply to the Queensland Civil and Administrative Tribunal for a review of the decision under s.397 of the Act.

To apply for a review, fill out the "Application to review a decision" form which is available from, and may be lodged at:

- **In person**: Queensland Civil and Administrative Tribunal, Level 9, Bank of Queensland Building, 259 Queen Street, Brisbane QLD 4000, or at any local Magistrates court outside of the Brisbane CBD; or
- **By mail**: QCAT, GPO Box 1639, Brisbane 4001

The form is also available online at www.qcat.qld.gov.au

Applications must be accompanied by the prescribed application fee. Information about the relevant fee may be located at http://www.qcat.qld.gov.au/using-qcat/fees-and-allowances#reviews_of_administrative_decisions.

The application must be lodged within 28 days of receiving this notice.

You must lodge a copy of this notice with your application.

You may apply under s. 22 of the *Queensland Civil and Administrative Tribunal Act 2009* for an order staying the operation of my decision. If you wish to apply for a stay, you will need to indicate this in the form in which you apply for a review of the decision.

More information about the Queensland Civil and Administrative Tribunal is available at:

- https://www.qld.gov.au/law/court/queensland-civil-and-administrative-tribunal/resolve-disputes-at-qcat/
- http://www.qcat.qld.gov.au/

Yours sincerely

Director-General's name [OR name of Director-General's delegate]
Director-General [OR position of Director-General's delegate]
Department of Education, Training and Employment

Enc

Template GBN to DG or delegate for s.341 ban

EDUCATION QUEENSLAND

GENERAL BRIEFING NOTE

TO: **CHIEF EXECUTIVE** [OR CHIEF EXCUTIVE'S DELEGATE]

SUBJECT: **SECTION 341 – DIRECTION TO PROHIBIT ENTRY TO [NAME OF SCHOOL] PREMISES – [NAME OF PERSON]**

RECOMMENDATION

It is recommended that the Chief Executive [or Chief Executive's Delegate]:

1. Consider making a direction prohibiting **[name of person]** entry to the premises of **[name of school]** for more than 60 days, but not more than 1 year under s.341 of the *Education (General Provisions Act 2006* (the Act).

> **Comments:**

BACKGROUND

1. In a letter dated **[insert date]** the Principal of **[name of school]** requested that I progress to you a request to make a direction under s.341 of the Act – directing **[name of person]** not to enter the premises of **[name of school]** for more than 60 days, but not more than 1 year (**Attachment 1**).

2. The Principal and I are of the opinion that **[name of person]** is likely to [of the following 3, delete whichever is not applicable]

    (a) cause physical harm to, or apprehension or fear of physical harm in, another person when the other person is at the premises; or

    (b) damage the premises or property at the premises; or

    (c) disrupt the good order or management of the institution.

3. A draft preliminary view letter (**Attachment 2**) sets out the preliminary material relied upon, preliminary findings of fact and preliminary reasoning for the decision sought.

4. The preliminary view letter invites comment from the subject person on the proposal to prohibit them from the school premises. This letter ensures that the subject person is afforded procedural fairness before you make a final decision.

5. LALB will settle your final decision letter should you decide to prohibit the subject person after the preliminary view process is completed.

Action Officer and Region:
Telephone:
TRIM No:
Date brief completed by Action Officer:

KEY ISSUES

6. The request from the Principal seeks consideration of prohibition of entry to the premises of **[name of school]** by **[name of person]** for more than 60 days, but not more than 1 year under s.341 of the Act.

7. This would involve a written direction being made pursuant to s.341 of the Act (**Attachment 3**) – a power held by the Chief Executive of the Department (the Director-General) [and delegated to your position of XXXXXXX] (**Attachment 4**).

8. Legal and Administrative Law Branch (LALB) have settled the draft preliminary view letter (**Attachments 2**).

9. LALB are satisfied that the request for a s.341 direction is well founded.

RIGHT TO INFORMATION

10. I am of the view that the contents or attachments contained in this brief are not suitable for publication.

LIST OF ATTACHMENTS

Attachment 1 – Letter of request from Principal and supporting material
Attachment 2 – Draft preliminary view letter and supporting material
Attachment 3 – Extract of the *E(GP)A 2006* –s.341
Attachment 4 – Instrument of Delegation for s.341 of the *E(GP)A 2006*

Regional Director:

Signature:	Date: / /

Comments:

Executive Director, Legal and Administrative Law Branch: Tom Jumpertz

Signature:	Date: / /
Endorsed- ❑	Not Endorsed - ❑

Comments:

Action Officer and Region:
Telephone:
TRIM No:
Date brief completed by Action Officer:

Date

Mr/Ms - name of person directed
Address of person directed

Dear Mr/Ms - name of person directed

On date at [insert if relevant] approximately <time> at the premises of name of school **OR** at (use if conduct occurred outside premises of school), I am advised you engaged in inappropriate behaviour **OR** I observed you engage in inappropriate behaviour. (Delete whichever option does not apply)

My decision

On the basis of the findings of fact outlined below, I am reasonably satisfied it is necessary to give a direction to you: [Delete before printing] - tick only the relevant boxes – double click in box, pick option: Check box

☐ to ensure the safety or wellbeing of other persons lawfully at the premises;

☐ to prevent or minimise damage to the premises or to property at the premises;

☐ to maintain good order at the premises;

☐ for the proper management of the institution.

Under Section 337 of the *Education (General Provisions) Act 2006* (the Act), I give you a direction in the following terms:

- on entering the school grounds you should proceed directly to the school office, sign in and wait there for the Principal (or the Principal's nominated representative)
- you are not to go elsewhere in the school grounds or buildings without being accompanied by a staff member
- while on school premises you are not to enter classrooms or speak to teachers or students (except your own child), without consent of the Principal (or the Principal's nominated representative)
- you are not to assault, threaten, harass, intimidate or annoy any person on school premises
- you must not raise your voice or use offensive language while on school premises
- you must not damage or destroy any property on school premises
- any concerns that you may have regarding interactions with staff, parents or students are given by meeting directly with the Principal (or the Principal's nominated representative) by appointment only, and
- should you wish to discuss the educational progress of your child, you are to request an appointment through the Principal (or the Principal's nominated representative).

[Delete before printing] These are standard directions that schools can rely upon. Schools should not add to or alter these conditions without discussing the alteration with the Legal and Administrative Law Branch first, except where the alteration is to remove one or more of the conditions entirely. No direction should be amended or added which would make entry to the school conditional or would directly or indirectly prohibit entry to the school.

This direction remains in force for a period of 30 days after the day it is given to you, until date and

---

time direction expires, period to be not greater than 30 ordinary days after date this letter is physically handed to person or, if posted, when it would arrive in the ordinary course of post – a record must be kept about the manner and time when the notice is given.

If you breach this direction your breach will be reported to the police and you may be subject to prosecution and a fine of no more than 20 penalty units. Information about penalty units is available from https://www.qld.gov.au/law/crime-and-police/types-of-crime/sentencing-fines-and-penalties-for-offences/.

Material considered

In making my decision I considered the following material:

- Departmental procedure: Hostile people on school premises, willful disturbance and trespass
- Sections 337 & 338 *Education (General Provisions) Act 2006 (Qld)*
- A copy of number of witness statements from school staff / students / visitors concerning your behaviour at the school on date of incident
- Notes of conversation between [parties] on [date]
- etc

I have attached a redacted version of the material (to protect the privacy of individuals) for your consideration.

[Delete before printing] If your material consists of your own personal observations of an event and nothing else, then reduce your observations to a file note and attach the file note. Otherwise attached an edited version of relevant witness statements

Findings of fact

I am satisfied on the balance of probabilities that you engaged in the following inappropriate behaviour:

[Delete before printing - Outline in as much detail as possible the conduct complained of, including dates and times of when it occurred, details of where it occurred, and a verbatim account of any insults or foul language used. Do not use euphemisms. The following is an example of how this section should be completed –

- *At approximately 8.45am on Monday, 1 September 2015, you were standing on the veranda of C Block within the school grounds.*
- *One of the school's students (Student A) walked into the school grounds with another student (Student B) and was below the veranda.*
- *You yelled at Student A using inappropriate and offensive language, namely saying words to the effect of 'I know that you've been talking shit about XXXX in the past.'*
- *The student replied 'No I haven't.'*
- *You then threatened Student A saying in a raised voice words to the effect of 'I know you have. You're a bitch. If you talk to XXXX again I'll bash you. You can tell your mother and I'll tell her to fuck off as well.'*
- *A number of students of the school were present and hear you threatening Student A and using inappropriate and offensive language.*
- *Student A walked away and was crying. She reported the incident to a staff member.*
- *The staff member took the student to the office to report the incident to administration.*
- *At approximately 9.00 am, you were talking to your son's teacher in his C Block classroom when the Deputy Principal approached you to discuss the incident. The Deputy Principal asked you whether there was an issue with Student A that you need some help with?*

- *You replied in a very aggressive way, again using inappropriate and offensive language, saying words to effect of 'Student C was talking about XXXX and I'm sick of the five fucking girls (Students A and C and their sisters) talking about XXXX so I told Student A to tell her mother and she could tell her to fuck off because I hate Student A.....'*
- *The Deputy Principal advised you that your behaviour was inappropriate and that if you have concerns regarding a student's behaviour you must raise your concerns with the class teacher or principal so that they can be dealt with according to the school's behavioural management processes.*
- *You then walked away and refused to discuss the incident further.*
- *Despite the earlier intervention of the Deputy Principal, at approximately 2.45 pm later that day you again threatened Student A when she was near the front entrance to the school saying words to the effect of 'If you go near XXXX, I'll smash you and your sister.'*

[If relevant] Unfortunately, this is not the first occasion that you have engaged in inappropriate behaviour on school premises:

-
-
-
-

[Delete before printing] Insert details of previous written directions, informal warnings or other inappropriate behaviour at any school.

Review process

You may apply to have this direction reviewed, under Section 338 of the Act, by writing to:

Chief Executive's delegate
Title
Address of Chief Executive's delegate

The application for review must state in detail the grounds on which you want the direction to be reviewed and your residential address. The application must be received by the Chief Executive's delegate within **seven days** after this direction is given to you.

If the direction is for fewer than seven days, the application must be received by the Chief Executive's delegate before the direction ends. If the Chief Executive's delegate does not tell you the outcome of your review within **five business days** of the application being made, the direction is taken to be cancelled.

Yours sincerely

Principal name
Principal
State School name

To be printed on school letterhead

Date

Regional Director name
Regional Director
Address
Email address
Fax number

Dear Regional Director's name

Request for s.341 direction

I am requesting that you support appropriate action being taken under s 341 of the *Education (General Provisions) Act 2006* against name of person of address of person.

I am of the opinion that s/he has:

Clearly state the grounds, facts, and circumstances for this request. Refer to section 341 of the Act.

- ....
  ....

- ....
  ....

- ....
  ....

I ask that you support progression of my request to the Director-General [or delegate].

Please find attached the following information which is relevant to this matter:

1. An outline/description of incident/s that has triggered this request.

2. File notes, diary notes, letters and other records from me as Principal and/or other person/s relating to this or previous encounters.

3. Copies of any previous written directions under sections 336, 337, 339 and 340.

| Commented [GJ1]: Updated footer with disclaimer |

4. Witness statements.

5. History of police contact.

6. Other relevant material.

Thank you for your consideration of this matter.

Yours sincerely

Principal's name

Principal

State school name

Date

Name
Address

Dear Ms / Mr / Mrs Surname

I refer to allegations that you behaved inappropriately while on the premises of school name on date. In respect of this matter, I have been asked to make a direction pursuant to s.341 of the *Education (General Provisions) Act 2006* (the Act) prohibiting you from entering the premises of the school for more than 60 days, but not more than 1 year.

[Include if decision is being made by the Director-General's delegate] For the issuing of a direction under s.341 of the Act, I am the Chief Executive's delegate.

My preliminary view
I have formed the preliminary view that I should issue a direction prohibiting you from entering the premises of school name. This direction, if given, will remain in force for <insert period greater than 60 days, not greater than 1 year> after the date on which it is given to you.

If this direction is given, and you subsequently breach it, your breach will be reported to the police and you may be subject to prosecution and a fine of 40 penalty units. Information about penalty units is available from https://www.qld.gov.au/law/crime-and-police/types-of-crime/sentencing-fines-and-penalties-for-offences/.

Preliminary material relied upon
In respect of my decision I considered the following preliminary material:
- Section 341 of the Act
- Departmental procedure *Hostile People on School Premises, Wilful Disturbance and Trespass*
- A copy of number of witness statements from school staff / students / visitors concerning your behaviour at the school on date of incident
- [List any other materials related to the incident that occurred on that particular date e.g. e.g. OneSchool record of police contact]
- [List any other previous direction issued to the person] A copy of a direction given to you pursuant to s.337 of the Act dated date.

I have attached a redacted copy of this material for your consideration.

Preliminary findings of fact
On the basis of the information supplied to me I made the following preliminary findings of fact:
(example of how this section should be completed)

On the basis of the information supplied to me I am satisfied on the balance of probabilities that:
- *On [date] you attended at XXX School in order to meet with the Principal regarding the suspension of XXXXXXX:*
  - *At approximately 12:45pm, you entered the Administration building and asked to see the Principal. When told the Principal was in a meeting, you said "I don't care where he is. I'll pull him out". You identified yourself as XXXXX.*
  - *The Principal was contacted by staff, left the meeting and walked towards the administration building to meet with you.*
  - *You said to the Principal "Your time for talking is over you need to fucking listen. You're a fucking dog."*
  - *The Principal asked you to calm down so that he could discuss your issue with you.*

- o As the Principal walked past you, you hit him in the head from the side and without warning and he fell to the ground hitting his head on the concrete.
- o You then grabbed and punched a contractor, Mr A, in the chest who attempted to intervene.
- o When the Principal moved inside the administration building, you followed him and continued to make threats including "You're a dead man", "I'll take you outside and finish you off", "I'll hunt you down like the dog you are and kill you", "You're as good as dead if XXXX isn't back at school tomorrow"
- o You repeatedly swore at school staff using the words "fuck" and "cunt"
- o The Principal reports that your actions were witnessed by two contractors and two administrative staff.
- o Subsequently you left the administration building and drove away from the school in your car.
- o Queensland Police Service was notified of the incident. On XX XX 2013, you were subsequently arrested and charged with assault occasioning bodily harm, common assault and threatening violence under the Criminal Code.
- o You have been released on bail with conditions that you are to have no contact, directly or indirectly, with the Principal, Mr XXXX, a teacher, Ms XXXX and the two contractors who were at the school site.
- o Your case is set to be heard in XXXX Magistrate's Court on XXXXX 2014.
- This is not the first occasion upon which you have engaged in inappropriate behaviour on school premises or in respect of school staff:
  - o You have previously been issued a s.337 direction by Mr XXXX, A/ Principal of XXXX State School, on 30 May 2013; and
  - o You have previously been issued a s.340 direction prohibiting you from entering the premises of XXXX State School by the Regional Director, South East Region, on 9 October 2013.

Reasons for my preliminary view

I have formed the preliminary view that a direction under s.341 of the Act should be issued to you because, on the material in my possession (outlined above) and the findings of fact (set out above), I am satisfied that unless a direction is given you are likely to: [of the following 3, delete whichever is not applicable]

(a) cause physical harm to, or apprehension or fear of physical harm in, another person when the other person is at the premises; or

(b) damage the premises or property at the premises; or

(c) disrupt the good order or management of the institution.

Your submission rights

This letter is not a final decision. It is intended to give you notice of what I am considering doing and affords you the opportunity to comment on my preliminary view, preliminary material considered, preliminary findings of fact and preliminary reasons.

You may make a written submission to me concerning any of the matters outlined in this letter and you may provide me with any additional relevant information you think I should consider. Your submission must be returned to me by no later than [insert date 10 business days from date of this letter]. If you require more time to make a submission, please contact [insert name of subordinate officer authorised to negotiate an extension of time with submitter] on [insert phone and e-mail information] to discuss an extension of time.

I will consider any submission you make prior to making my decision. I will proceed to make my decision based on the material in my possession, including your submission (if any), as soon as is practicable after the date outlined above.

Yours sincerely

Director-General's name [OR name of Director-General's delegate]
Director-General [OR position of Director-General's delegate]
Department of Education, Training and Employment

Enc

Record of Giving s.339 Direction

Sample State School – Principal's record of giving a s.339 direction

Name of Principal giving direction: _____

Name of person given direction: _____

Identifying particulars of person given direction (if person is not known to Principal): (i.e photograph, confirmation by third party etc):

When direction given:

Date: _____

Time: _____

It was necessary to give the direction because:

☐ The person/s committed, or were about to commit, an offence at the premises, namely:

☐ The person/s used, or were about to use, threatening, abusive or insulting language towards another person at the premises, namely:

☐ The person/s engaged, or were about to engage, in threatening or violent behaviour towards another person at the premises, namely:

☐ The person/s otherwise disrupted, or were about to disrupt, good order at the premises, namely:

☐ The person/s did not have a good and lawful reason to be at the premises, namely:

Record of Giving s.339 Direction

Content of direction (what was said by the Principal):

[ ]

Evidence relied upon as basis for direction (insert detail here – what was said / done/ observed/ and by whom):

[ ]

Signature
_____

Date
_____

Policy and Procedure Register
Department of **Education, Training and Employment**

School Security

Version Number
2.1

Implementation Date
19/09/2013

Scope
Department-wide

Purpose
Identifies responsibilities and recommended strategies regarding security management of physical assets in schools. Responds to Departments overall risk management strategy. All state schools and other Department of Education, Training and Employment sites, students, staff and members of these school communities are affected.

Overview
The Department of Education, Training and Employment (DETE) is committed to providing a safe, secure and supportive learning environment for its students and school community. This commitment includes welfare of staff and students and protection of property, resources and information.

Security-related incidents can involve significant consequences and impact school operations and ultimately, learning outcomes. It is therefore critical that school communities identify and manage risks in an efficient manner. DETE will provide schools with advice and support to achieve best practice in security management, with solutions that are innovative, suit the diverse needs of schools and can function within operational, financial and policy constraints.

School Security focuses on increasing the ability of the physical asset to restrict or reduce crime. See Key Principles for further information.

Responsibilities

Infrastructure Services Branch:

- develop and implement procedures, policies, strategies and guidelines

Regions:

- ensure schools implement policy, guidelines and procedures and report security issues to the DETE School Security Program

Principals:

- Risk Assessment and Planning

Process

Infrastructure Services Branch:

- develop and operate service level agreement with State Government Protective Security Service
- develop and maintain partnerships with agencies/business units such as Queensland Police Service and State Government Protective Security Service that deliver security benefits to schools
- provide services such as alarm system monitoring, alarm responding and security patrols
- manage delivery of services provided under the School Security Program
- develop an annual budget submission for school security.

Regions:

- develop regional partnerships with agencies/business units such as Queensland Police Service and State Government Protective Security Services that deliver security benefits to schools.

Principals:

- conduct and document a security risk assessment every two years, with additional assessments as required
- implement security risk management strategies to address identified risks and include these strategies as part of school's annual facilities planning
- review strategies each year to ensure school objectives are being met and value for money is achieved
- develop and distribute school security protocols and procedures (as appropriate).
- day-to-day security management
- ensure school is fully secured (including all access gates) after hours
- develop a school culture of awareness of security issues, including reporting of suspicious behaviour or potential unauthorised persons on site
- ensure school has a nominated officer to manage all security issues
- consult with relevant School Security Advisor prior to installing security surveillance equipment
- ensure that DETE Security Design Requirements are used for all new alarm systems, closed circuit television and physical security upgrades
- complete an End of Term Security Checklist
- engage security providers and contractors only after consultation with a School Security Advisor and in accordance with School Security Handbook

Personal security:

- develop systems and processes to ensure that students and staff are protected from harm from unauthorised persons on site
- ensure that school staff do not place themselves at risk by attending to after hours security incidents, unless to meet alarm responding agent or repair contractor on site. Alarm responding agents should be restricted to licensed security providers and/or Queensland Police Service
- develop procedures to assist with personal security for staff working outside of normal school hours, such as cleaners and other staff working late.

Online Resources

Forms

- School Security Forms

Supporting documents

- School Security Guidelines
- School Security Policy Key Principles

Review Date

20/04/2013

Definitions

Not Applicable

Authority

- *Financial Accountability Act 2009*
- Australian/New Zealand Standard for Risk Management ISO 3100:2009

Related Policy Instruments

- Resource Replacement Scheme
- Equipment Management
- Health and Safety Incident Recording, Notification and Management
- Student Protection
- Risk Management
- Hostile People on School Premises, Wilful Disturbance and Trespass
- School Managed Facility Projects

Attachments

- School Security Policy Key Principles
- Interim Page

Contact

For further information, please contact:

Senior Facilities Services Officer
Emergency and Security Management Unit
Phone: (07) 3034 6013

Uncontrolled Copy Disclaimer

Uncontrolled copy. Refer to the Department of Education, Training and Employment Policy and Procedure Register at

http://ppr.det.qld.gov.au to ensure you have the most current version of this document.

School Security

Access to internal information

If you are an employee of the Department of Education, Training and Employment with access to OnePortal, you will be able to access the following information:

- School Security Risk Assessment and Planning information

- the School Security Program intranet site which includes access to:
  - End of Term Security Checklist
  - School Security Handbook

If you are not an employee of the Department of Education and Training and you wish make an application to access this material, please visit the Department of Education and Training's Right to information website and follow the instructions within the webpage.

School Security

Key Principles

The key principles regarding school security are:
- the welfare and best interests of students are paramount
- Department of Education, Training and Employment will identify risks to students, staff, facilities and information from criminal acts and implement strategies to minimise threat
- Department of Education, Training and Employment will co-operate and work in partnership with other agencies that have an involvement in crime prevention
- school security is a priority of all Department of Education, Training and Employment employees, who will act in accordance with this procedural policy

Identified security risks covered include, but are not limited to:
- theft/damage of resources due to break and enter incidents
- malicious damage to inside and outside of buildings
- arson damage to buildings
- harm to staff and students from a criminal act, committed by unauthorised persons on site

The risk of crime against schools is best mitigated when all of the following elements of security philosophy are adopted:
- All potential major security threats or risks are identified and assessed
- Schools plan for addressing these risks
- A holistic approach is taken, including a broad combination of strategies and systems for risk treatment and management
- All members of school community have a part to play in security outcomes
- There is leadership shown within school community to engage others and drive successful outcomes.

From:	PARKER, Deanne (dpark39) <dpark39@eq.edu.au>
Sent:	Thursday, 20 October 2016 7:50 PM
To:	HOWELL, Glenn (ghowe31); VERSTEEGEN, Peta (pvers1); GARDENER, Robyn (rgard26)
Cc:	Luis, Hine; MUNSON, Corey (cmuns1)
Subject:	Feedback re lockdown today

Hi all,

Just need some clarification around the all clear for lockdown as we followed the below today

ALL CLEAR SIGNAL

- **The all-clear signal will be a TWO TONE SIREN (and accompanying PA announcement).**
- Emergency rolls are to be collected from the sub-school office.
- *Junior school: Teachers are to phone relevant Deputy Principal regarding number of students present in class:*
  - *P-3 contact 602 or if unavailable contact 620 or 630*
  - *4-6 contact 605, or if unavailable contact 620 or 630*
  - *Specialist Staff contact Junior Office on 620 or 630 with names of student in their care.*
- Secondary school students will report directly to their pathways class for roll mark of the emergency roll (ID Attend roll).
- Teachers with same pathways class can send student to collect ID Attend roll from central administration.
- Secondary students remain in their pathways class until the next scheduled lesson or break.

2 clarifications needed:
We heard the two tone siren no problem at all. The message to classrooms was to keep students in class until end of day (we could not hear this in junior admin but was heard in classrooms). The all clear was not a PA announcement.
Only a couple of teachers collected emergency rolls.
Not all teachers called office to advise of students present

Thanks

De Parker
Associate Principal
P-2 Teaching and Learning

dpark39@eq.edu.au
Ext 625

Upper Coomera State College
137 Reserve Road
Upper Coomera QLD 4209
Ph (07) 55 807 555
Fax (07) 55 807 300

www.uppercoomerasc.eq.edu.au

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Overview

This document provides a step-by-step guide to recording Emergency Drills in the MyHR Workplace Health and Safety application.

The Emergency Drill function in the MyHR Workplace Health and Safety application is used to record information relating to the types of Emergency Drills that are required to be undertaken at specified intervals by all DET facilities.

The information in the Emergency Drill fields is used to identify the level of emergency preparedness and management of the site, to ensure consistent evacuation or response times and encourage best practice in the way the work area performs their Emergency Drills. The completion of this record also qualifies as the external copy of evacuation practices required to be held under fire safety legislation.

Emergency Drill examples include:

- Alarm Testing,

- Evacuation Drill Scenarios; and,

- Lockdown Drill Scenarios.

The Emergency Drill function provides the capability to record the essential details of an emergency drill with the option to attach related data such as reports, information and photographs, etc. through the use of File Attachments.

The Actions field allows for the allocation of remedial actions to individuals that follow up on any issues identified as a result of the Emergency Drill.

For example this may be reviewing the location of equipment (i.e. trolleys, boxes, etc.) that are limiting access to firefighting equipment.

Create an Emergency Drill Record

- Go to **Main Menu > Workspace>Emergency Drill > Emergency Drill**

- Click the [New] toolbar button

A New Emergency Drill Record will display.

- The **Drill Date** field allows you to choose the date that the drill occurred.
- The **Start Time** field is where you record the time of public announcement of the drill.
- The **End Time** field is where you record the time that the drill scenario was completed. For example when all participants are safely accounted for.
- The **Type of Drill** field is used to indicate what type of drill was carried out. For example, Alarm Testing, Evacuation or Lockdown.
- The **Drill Scenario Description** field is where you are required to describe the emergency scenario used in the drill. For example, a simulated chemical spill in the science lab.
- The **Emergency Response Team** field is where you are required to identify emergency team members (e.g. wardens) required to manage the drill. If you have additional staff members tasked with the evacuation of persons with the special needs (e.g. evacuation buddies) they could also be listed here.

The **Drill ID** field generates once the record has been saved.

- The **Drill Coordinator** field is where you enter the name of the person who is responsible for the coordination of the drill. This would usually be the person nominated within your Building Fire and Evacuation Plan as the Evacuation Coordinator for your facility or site.

ⓘ	• Any departmental staff members can create an Emergency Drill record.

- Use the search function to capture the name of the **Drill Coordinator**.
- Indicate the **Drill Location** by using the search function. This would be your normal work location.
- The **Specific Location** field is used when only part of the site was involved in the drill or where you are conducting a drill within a specific part of a location that requires an additional Emergency Drill. For example the Science Lab.

Staff Observers

Surname	Given Names	Employee IDs	Gender	Role	Locations	(blank)

Other Observers

Emergency Drill Observations

Observation ID	Observer	Observation Description	Delete

Add New Emergency Drill Observation

Summary of Outcome/Debrief

Date of Next Drill

File Attachment

Attached File	File Type	Date Loaded	File Uploaded By - User	Delete

Add New File Attachment

Action

Due Date	Action ID	Action Title	Assigned To	Delete

Add New Action

Finalise this record? ○ Yes ○ No

- The **Staff Observers** field is where you are required to record the details of the staff members that have been nominated as specific observers of the drill. (For further information, see the Emergency Drill Observation Section of this document).
- The **Other Observers** field is where you are required to record the details of any Observers that do not work for the department. For example Fire Safety Officers from the local Fire Station. (For further information, see the Emergency Drill Observation Section of this document).

- The **Emergency Drill Observations** sub form is where you record the observation details of any staff or other observers of the Drill.
  - o (For further information, see the Emergency Drill Observation Sub form section of this document).
- The **Summary of Outcome / Debrief** field is where you are required to record a basic summary of the drill outcomes including items such as feedback received, main points to note and any points to address.
- The **Date of Next Drill** field is where you are required to pick the date of the next drill.
- The **File Attachments** field is where you are required to attach any electronic documentation that relates to the drill performed.
- The **Actions** field is where you are required to record the details of any actions that are required to be dealt with in relation to the current drill.
- The **Finalise this record** field is where you are required to indicate that the drill has been finalised after all information has been entered and any relevant documentation has been attached, any actions have been dealt with and all observation entries have been entered.
- Choose '**Yes**' only after the record details have been completed, including that all observation sub forms have been added to the record.
- Click '**Save**' to save the record.

> Once an Emergency Drill record has been finalised and saved it can no longer be edited. If a finalised record requires editing, you will need to make contact with the MyHR Helpdesk for assistance.

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Emergency Drill Observation Sub form

Emergency Drill Observation

Observation ID (generated on save)

Staff Observer

Other Observer

Observation Description

Observation Details

Recommendations

Cancel   Collapse

1. The **Observation ID** field generates once the record has been saved.

2. The **Staff Observer** field is where you are required to record the details of the staff members that have been nominated as specific observers of the drill. Use the search function to capture the name of the Staff member required.

> (i) A new Emergency Drill Observation form needs to be completed for each individual that acted as an Observer for the Emergency Drill

3. The **Other Observer** field is where you are required to record the name and details of any people external to the department that acted as observers of the drill.

4. The **Observation Description** field is where the Drill Observer is required to record a basic summary of their observation.

5. The **Observation Details** field is where the Drill Observer is required to record a detailed description of what they observed during the drill.

6. The **Recommendations** field is where the Drill Observer is required to record any recommendations that they may have in relation to improving the Emergency Drills carried out in the future.

7. Now click '**Save**' to save the record.

> (i) Remember to attach any supporting documentation received from the Drill Observers in the File Attachments field.

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CREATING A DRILL RECORD

From OnePortal homepage, access Quick Links from near top of right hand corner and select **MyHR WH&S.** Click 'green' button and the following screen should open – MyHR WH&S home page.

Click on **Main Menu** at left hand side of the MyHR WH&S home page.

- Move mouse pointer over **Workspace**
- When sub-menu opens, move mouse over **Emergency Drill**
- Then when next sub-menu opens, click on **Emergency Drill**

Once the drill page opens, select 'New' on the upper right hand side of page:

New   Edit   Delete   Save As   Pin   Print

Emergency Drill

Drill ID (generated on save)

Drill Coordinator *

Drill Location *

Specific Location

Drill Date *

Start Time (24 hour HH:MM) *   End Time (24 hour HH:MM) *

Type of Drill *

Drill Scenario Description

Emergency Response Team

Surname	Given Names	Employee IDs	Gender	Roles	Locations	Delete

Staff Observers

Surname	Given Names	Employee IDs	Gender	Roles	Locations	Delete

Other Observers

Emergency Drill Observations
Observation ID   Observer   Observation Description

1. After selecting **'New'**, the above should open
2. Enter details as required – yellow text fields indicate mandatory field
3. There is more to enter if you scroll down the page
   ○ Upload documentation, etc.
4. Once you have entered all information, remember to hit **'Save'** – either here or at the top of page

From:	VERSTEEGEN, Peta (pvers1) <pvers1@eq.edu.au>
Sent:	Sunday, 23 October 2016 8:54 PM
To:	HOWELL, Glenn (ghowe31)
Subject:	Re: Emergency and Critical Information Document
Attachments:	Emergency and critical incident management - 1.pdf

Follow Up Flag:	Follow up
Flag Status:	Flagged

I reduced the file size so I could email it to you tonight. Not sure I will get there and have it uploaded before you need it at 8am.

Peta Versteegen
Stage A STLaN
pvers1@eq.edu.au

Ext: 787

Upper Coomera State College
137 Reserve Road
Upper Coomera, QLD, 4209
Ph: (07) 55 807 555
Fax: (07) 55 807 500

From: HOWELL, Glenn (ghowe31)
Sent: Sunday, 23 October 2016 3:57:56 PM
To: VERSTEEGEN, Peta (pvers1); GARDENER, Robyn (rgard26)
Subject: RE: Emergency and Critical Information Document

Thanks Peta,

I'll grab a copy early Monday morning if possible as I will include this in the audit files that I'll supply to the audit team around 8am.

BTW – I believe we should put the changes out for one week's consultation. What do you think? It may prompt people to review their roles also!

Kind regards,

Glenn

1

Glenn Howell
Business Services Manager

ghowe31@eq.edu.au
Ext: 510

Upper Coomera State College
137 Reserve Road
Upper Coomera, QLD. 4209
Ph: (07) 55 807 555
Fax: (07) 55 807 500

www.uppercoomerasc.eq.edu.au

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From: VERSTEEGEN, Peta (pvers1)
Sent: Sunday, 23 October 2016 3:27 PM
To: GARDENER, Robyn (rgard26) <rgard26@eq.edu.au>
Cc: HOWELL, Glenn (ghowe31) <ghowe31@eq.edu.au>
Subject: Emergency and Critical Information Document

Hi Robyn and Glenn,
I have finished the updated and latest version of the Emergency and Critical Information Document. There will need to be some changes made after we make those folders etc, but the main things and the staff lists are added.
I can't email it as the file is too big even in PDF.
I will place it on OnePortal etc and let you know where to find it on Monday.
Robyn, it should be right to print off etc.
Then we just need to notify staff of the changes etc.
Now, onto my classroom/teaching work.... happy Sunday!
Cheers! ☺

Peta Versteegen
STLaN/WHSA
pvers1@eq.edu.au

Ext: 787

Upper Coomera State College
137 Reserve Road
Upper Coomera, QLD, 4209
Ph: (07) 55 807 555
Fax: (07) 55 807 500

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EMERGENCY AND CRITICAL INCIDENT MANAGEMENT PLANNING POLICY

For

Upper Coomera State College

October 23, 2016 v1.1

CONTENTS

FIRE AND EVACUATION PROCEDURES

IN THE EVENT OF A FIRE OR EVACUATION A CONTINUOUS SIREN WILL SOUND.

IN THE EVENT OF A FIRE OR EVACUATION:

Teachers are to direct students to:

- All leave the room and supervise the walk to the meeting point via evacuation route (walk behind the group to collect stragglers moving between classes, in toilets, etc.)
- No Bags are to be taken.
- Lock doors and windows upon leaving the room *where appropriate*.

- Assemble (*see attached diagram of oval*)
  - In separate Sub-schools (Senior, Advancement, Stage B, Stage A)
  - Alphabetical order (of classes e.g. A1a, A1b, A1c...) front to back

- Collect fire/evac roll from HOY/HOD/HOC/Admin officer on oval

- Teachers need to ensure their class is in a neat line and *silent*.
  - This allows wardens to quickly and easily identify if someone is missing (from their position in front of assembly) and allow CSO's/teachers, etc to ascertain whether students have left early, on excursion or genuinely missing on campus, thus triggering a search.

- A *class must remain standing* until teacher has accounted for **every student** in that class.
  - *If there are discrepancies*
    - **Report** discrepancies to your **Sub-school Deputy Principal** (Yellow hat) immediately.
    - Return to actively supervise your home group.
  - *If there are no discrepancies:*
    - If **all students** have been accounted for, **seat your class** and report to Sub-school Deputy Principal (Yellow hat).

- Return to your class and keep them as settled as possible and wait for the Chief Warden (Red helmet) to give the ALL CLEAR.

- Teachers must be situated, where practicable, at the head of their class for the duration of the procedure.

The Chief Warden is the only person who can give the "ALL CLEAR" signal.

- Follow Chief Wardens' instructions to dismiss students safely.
- Report any issues you encountered to the WHS officer at your earliest convenience for continual improvement in procedures.

TEACHERS:

1. Class group teachers collect rolls from **Deputy Principals/Rolls officer (Yellow Hat)** and mark accurately.
2. *Class must remain standing* until teacher has accounted for **every student** in that class.
3. Teachers need to ensure their class is in a neat line and *silent (refer to Map)*.
4. **Once all students have been accounted** for, **seat your class**, return the roll to the Deputy Principal (or delegate) and **get yourself signed off**.
5. Return to your class and keep them as settled as possible and wait for the Chief Warden (Red helmet) to give the ALL CLEAR.
6. Follow Chief Warden's instructions to dismiss students safely.

SPECIALIST STAFF:

1. Report to the **Sub-school Principal** (blue helmet) at the Meeting Point to be accounted.
2. Remain at the designated Meeting Point until given the "All Clear" by the **Chief Warden**
3. Assist in crowd control (maintaining silence and attention toward Chief Warden).

STANLEY ADVANCEMENT TEACHERS (SAC) AND CSOS:

1. Support SEU student/s to meeting points and their roll/home class.
2. Inform roll/home class teacher/s of any student whom you will be supervising in the SEU meeting area.
3. Report to SUB SCHOOL **HOSES** (green helmet) to mark themselves as present.
4. Assist with supervision of SAC students within their roll/home class or within the SEU meeting area as required.
5. Follow Chief Warden's instructions to dismiss students safely.

STUDENT WELFARE TEAM AND EQ SPECIALIST SERVICE PROVIDERS

1. Report to **HOSES** (green helmet) to mark themselves as present.

CSOS

JUNIOR SCHOOL/SENIOR SCHOOL:

1. Report to your sub school Principal (blue helmet) at the Meeting Point to be accounted
2. Return to sub-school area to assist with student supervision until Chief Warden's all clear.

OTHER CSOS:
1. Report to HR Manager/BSM at the Meeting Point (under goal posts) to be accounted
2. Assist with student supervision until Chief Warden's all clear.

VOLUNTEERS/ PARENT HELPERS/ RELIGIOUS INSTRUCTION TEACHERS/VISITORS:

1. Report to the **BSM/HR Manager** (white helmet) at the Meeting Point (under the goal posts) to be accounted.
2. Remain at the designated Meeting Point until given the "All Clear" by the **Chief Warden**

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FIRE AND EVACUATION ROLES AND RESPONSIBILITIES

HOSES:

1. Don a green helmet and high visibility vest.
2. Take checklist of all SAC teaching staff, student welfare team, EQ specialist staff to meeting point (SUB SCHOOL) and check off roles.
3. Cross check with fellow HOSES to ensure all staff are accounted for.
4. Check off rolls and inform Chief Warden

HOCS/HODS:

1. Don a green helmet and high visibility vest.
2. Check designated buildings and report they are clear to Principal (Blue helmet).
3. Supervise roll marking and assist with crowd control.

DEPUTY PRINCIPALS:

1. Don a Yellow Helmet and high-visibility vests.
2. Have your checklist with you:
   a. Class lists, staff lists, TRS lists, excursion lists.

If there are no roll discrepancies

- Collect all stage rolls from home teachers when marked, tick them off your checklist, return rolls and inform the Warden (Principal – Blue Helmet) that all is clear for your stage.

If there are roll discrepancies

- Report discrepancies to the Sub School Warden (Principal – blue helmet) immediately, cross reference excursion lists, early departures, or instigate search.

WARDENS (PRINCIPALS OF SUBSCHOOLS): –

1. If the Chief Warden is away, the Senior School PRINCIPAL takes over their duties. If the Senior School Principal is away, The Junior School Principal takes over their duties, with assistance from the BSM.
2. If Deputy Principals are away, the PRINCIPAL takes over their duties also.
3. Don a blue helmet and high visibility vest for identification.
4. Report to Meeting Point with checklists.
5. Receive reports from HOCS/HODS that designated buildings have been checked.
6. Receive reports from DPs that all students and staff have been accounted for.
7. Report to Chief Warden when all accounted for.

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CHIEF WARDEN / DEPUTY CHIEF WARDEN– (EXEC PRINCIPAL / PRINCIPAL/ WHSA)

(Checks 000 has been contacted or rings 000)

1. Don a red helmet and high visibility vest for identification
2. Note the time at the start of alarm.
3. Take a megaphone to assembly area and checklists.
4. Receive reports from Sub-school Wardens
5. Inform Fire Department of discrepancies/ instigate searches.
6. Tick off checklist as groups are accounted for.
7. Give ALL CLEAR when everyone has been accounted and all building reports have been made. Dismiss assembly in stages.
8. Complete an evaluation (including time taken)

When all concerned are accounted for, and/or the fire department gives the signal, the Chief Warden will give the "*ALL CLEAR*" signal to return to normal duties.

Teachers will supervise their students back to class.

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POSITION (Helmet Colour)	RESPONSIBILITIES and DUTIES
EXECUTIVE PRINCIPAL/ PRINCIPAL/ WHSA	• Chief Warden (Checks that 000 has been made.) • Takes checklist, megaphone, and starts timer (in the case of a drill). • Assign Principals to release students in an orderly manner once "All Clear" has been given.
Principal/Associate Principal • Junior School • Senior School	• **Sub-school Wardens - blue helmet, high visibility vest and checklist (building checks, staff, excursions, etc)** • **Receive reports from HOCS/HODS that designated buildings have been checked** • **Receive reports from DPs that all students and staff have been accounted for.** • Contact Chief Warden once sub-school all clear or instigate search with Chief wardens discretion. • Release students in an orderly manner once "All Clear" has been given from Chief Warden.
Deputy Principals (or Principal) ▪ Junior School Stage A ▪ Junior School Stage B ▪ Senior School (10, 11,12) ▪ Senior School (7, 8, 9)	• Wear **Yellow Helmet** and high visibility vest. • Take checklists classes, class teachers/ home groups and excursion lists. • Organise teachers to coordinate students into orderly lines based on Home/ class groups. • Distribute and receive completed class roles from home/class teachers. • Cross reference missing students against leaving early, SEU lists, sick bay and excursions lists. • Report to Sub-school Warden (Principal) to give all clear or advise of missing students/class teachers.
Behaviour Teacher Junior School	• Check Emu (B block – Building 11), Echidna (C block – Building 12), T2 (Building 62) T4 (Building 25), T5 (Building 22) & T6 (Building 62), E Block (Building 63), then report to Junior Principal at meeting point.
HOC Junior School	• Check Possum (H block – Building 19), Tuckshop toilets/canteen (Buildings 33,42), Sugarglider (I block – Building 20), Jabiru (D block – Building 30), Jaegar (F block – Building 35 – Upstairs from Advancement) and report to Junior School Principal at meeting point.
HOD – Junior Secondary	• Check PAC (Buildings 18, 71, 72, 73) and report to Senior School Principal at meeting point.
HOD– Senior School	• Check Staffroom One including toilets (Building 31) and then report to Senior School Principal at meeting point.
HOD – Senior School - English	• Check Staffroom Two including toilets (Building 15), then report to Senior School Principal at meeting point.
HOD – Senior School - Teaching & Learning	• Check Waters Creative Arts block (W Block – Building 34) and report to Senior School Principal at meeting point.
HOD – Science	• Check Clark Centre (Q Block – Building 28) upstairs and Senior Canteen and toilets (Building 2) report to Senior School Principal at meeting point.
HOD– IDT	• Check Bradfield Centre(R Block- Buildings 27 and area 67) and Q downstairs (Building 28) and report to Senior School Principal at meeting point

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HOD– Arts	• Check Music Blocks including toilets and Jane Rutter (K and M Blocks - Buildings 10 and 17) and report to Senior School Principal meeting point.
HOD – IT/Business	• Check N Block (Samuel Griffiths (Building 5) including toilets/ kitchens and Fensham Toilets and report to Senior School Principal at meeting point.
HOD – Maths	• Check Fensham Building (V Block- Building 29) and report to Senior School Principal at meeting point.
HOD– Humanities	• Check Jakaara (J Block- Building 13) Studies block and Jakarra toilets (Building 14) and report to Senior School Principal at meeting point.
HOD - - - Library	• Clear Library (Block L – Cowan Information Centre) including store rooms and toilets (Building 8) report to Senior School Principal. • Lock library and report to Chief Warden to give building all clear.
HOD Senior School - HPE	• Check Sports Centre including toilets (Building 16) and T7 (Building 59) and report to Senior School Principal at meeting point.
HOSES – Advancement Centre **Junior HOSES** **Senior HOSES**	• Don a green helmet and high visibility vest. • Take checklist of all SEU staff and CSOs for sub-school. • SENIOR HOSES Take SEU register of all visitors, volunteers and casuals and give to BSM. • SENIOR HOSES Check off student welfare team • Report to Chief Warden when all sub-school teaching staff and CSOs are accounted for.
TA4 - Advancement	• Check Advancement Building including toilets and playgrounds (Building 46) and report to Chief Warden that building is all clear. Report to Senior HOSES to be accounted for.
Special Education Staff	• Support SEU student/s to designated meeting place Junior/Senior • All SEU teachers need to be accounted for by Sub School HOSES (green helmet), who will then inform Chief Warden.

BSM	• White Helmet and high visibility vest • Co—ordinate with emergency services on arrival. • Stand in front of goal post on northern side of oval to mark off visitors, volunteers and casuals (refer HR manager role re accounting for non teaching staff not covered under teaching reporting lines) • Report to Chief Warden that your non teaching staff/visitors/volunteers/casuals are accounted for (HR Manager will advise you of all clear for Central Administration Building and role marking status of non teaching staff) • Report any discrepancies to the Chief Warden. • Collect visitors, volunteers and casuals register(s)
IT Dept.	• Collect previous nights back up from server. • Report to HR Manager to be accounted for.
HR Manager	• White Helmet and high visibility vest • Gather all non teaching staff lists and regional office (excluding CSOs reporting under their educational line) • Stand in front of goal post on northern side of oval and mark off all non teaching staff • Report any discrepencies to the BSM.
WH&S Adviser based in Central Admin	• Check Central Administration building is all clear and close doors to individual offices once checked. • Assist with the evacuation and co-ordination of Senior School evacuation.
WH&S Advisor for Junior Admin	• Assist with the evacuation and co-ordination of Junior School evacuation.
Finance Supervisor/Manager	• Ensure all tills are LOCKED before leaving the building
Canteen Manager/Coordinator	• Turn off all cooking equipment. • Ensure all tills in both Senior and Junior Canteen are LOCKED before leaving the building. • Take Canteen register of all visitors, volunteers and casuals and give to BSM for checking off. • Report to HR Manager to be accounted for.
Uniform Shop Manager/Coordinator	• Ensure all tills in the Uniform Shop are LOCKED before leaving the building • Report to HR Manager to be accounted for.
Central Administration Front Counter Officers	• Parent Counter Administration Officer: • Inform any visitors that are in the Central Administration foyer or occupying the Conference room that there is an emergency evacuation and request them to quickly but calmly leave the building and congregate at the front entrance to the school grounds (Reserve Road Main Entrance) • Lock front doors to Central Admin • Collect sign in, sign out books and hand to BSM, whist advising you are accounted for. • Go to the Reserve Road Main Entrance (as per any visitors as outlined above) and await all clear. • Student Counter Administration Officer:

	• Collect sick bay roll, supervise sick students to the meeting point and direct them to their form/home groups. • Gather one first aid kit (including Epi Pens etc) and take with you to the non teaching staff meeting point • Proceed to non teaching staff meeting point on the northern side of the oval • At the end of the evacuation, advise the Parent Counter AO at the Gate 2 entrance
Junior Administration Officers (front counter)	**Parent Counter Administration Officer:** • Collect visitors, volunteers and casuals register(s) and give to AO • Inform any visitors that are in the Junior Administration building that there is an emergency evacuation and request them to quickly but calmly leave the building and congregate in the car park at the front entrance to the junior school grounds (Gate 3) • Advise Student Counter AO that you are safe and going to the car park at the front entrance to the junior school grounds, Gate 3 (as per any visitors as outlined above) **Student Counter Administration Officer** • Collect sick bay roll, supervise sick students to the meeting point and direct them to their form/home groups. • Collect visitors, volunteers and casuals register(s) and give to BSM for marking off • Gather one first aid kit (including Epi Pens etc) and take with you to the non teaching staff meeting point • Proceed to non teaching staff meeting point at the goal posts on the northern side of the oval (remembering to advise HR Mgr that the Parent Counter AO is safe and at Gate 2. • At the end of the evacuation, advise the Parent Counter AO from the Gate 3 entrance.

Upper Coomera State College

Learning Pathways to the Future

Student Services Officer	• Collect excursion lists, form rolls and hand out to senior staff from Chief Warden position in front of assembly area. • Disperse rolls and collect rolls • Work with Deputy Principals to assist with checklists of staff and student accountability
	• Collect rolls, leaving early book, excursion lists, and lock Central Administration block. • Take Home Group rolls to meeting point • Work with Deputy Principals to assist with checklists of staff and student accountability
Junior School	• Collect leaving early book, excursion lists, (refer Junior AO's above) and lock Chisholm Administration block. • (refer Junior AO's above)Take Home Group rolls to meeting point • Work with Deputy Principals to assist with checklists of staff and student accountability
Workplace Health & Safety Officer	• Work with the Chief Warden for an "ALL CLEAR"
Facilities Officers	• Lock facilities/grounds sheds • Facilities Manager to Gate 1 (sports centre main gate) to stop entering traffic other than emergency vehicles. and Groundsman or other Facilities Officer to Gate 4 Chisholm Carpark. • Groundsman or Facilities officer to meet HR Mgr at the goal posts on the Northern side of the oval and inform of HR Manager that all Facilities staff are accounted for.
Cleaners	• Lock away any equipment/consumables in cleaners cupboards if it is safe to do so • Proceed to non teaching staff meeting point at the goal posts on the norther side of the oval
Specialist Staff	• Report to the Sub-school Principal (blue helmet) at the Meeting Point to be accounted. • Remain at the designated Meeting Point until given the "All Clear" by the **Chief Warden** • Assist in crowd control (maintaining silence and attention toward Chief Warden).
CSO's	• If on class, assist with the supervision of the class to the Meeting Point • Report to your sub school Principal (blue helmet) or HR Manager (white helmet) to be accounted for. • Return to Sub-School area, to assist in crowd control until given "All Clear" by the Chief Warden.

All non teaching staff, visitors, contractors, volunteers and casuals	• Proceed to non teaching staff meeting point (goal posts on the northern side of the oval) where you will be marked off one of the following roles as appropriate:
	   • Non teaching staff
	   • Visitors, volunteers, casuals

Teaching Staff	• Class group teachers collect rolls from Deputy Principals/Rolls officer (Yellow Hat) and mark accurately. • ***Class must remain standing until teacher has accounted for every student in that class.*** • Teachers need to ensure their class is in a neat line and *silent (refer to Map)*.

Upper Coomera State College

Learning Pathways to the Future

	• **Once all students have been accounted** for, **seat your class**, return the roll to the Deputy Principal (or delegate) and **get yourself signed off.** • Return to your class and keep them as settled as possible and wait for the Chief Warden (Red helmet) to give the ALL CLEAR. • Follow Chief Wardens' instructions to dismiss students safely.

Upper Coomera State College
Fire and Evacuation Procedures

RESPONSIBILITIES TO BE CARRIED OUT BY THE

CHIEF WARDEN

- ☑ Upon notification of a fire or need for evacuation, sound the alarm and ring 000 (if not a drill)

- ☑ Collect loud haler, Red helmet, vest and school phone

- ☑ Stand visibly at meeting point

- ☑ Using loud haler to keep students calm and quietly seated

- ☑ Collect rolls from Stage Wardens when completed and mark off checklist to ensure that all stages are "Clear" – see attached

- ☑ Roll discrepancies will be reported to you by the Stage Wardens – check leaving early book and sick bay book – held by Administration Officers

- ☑ Complete checklist as allocated staff report to you – see attached

- ☑ Inform the Fire Department immediately if anyone is not accounted for

- ☑ Give the "All Clear" signal when safe to return to rooms and instruct staff to supervise students back to class

No one is to move until the Chief Warden signals "All Clear"

PRINCIPAL - SENIOR SCHOOL
☑ Assume responsibility of Chief Warden if the Executive Principal is not in the college

BSM
☑ Assume responsibility of Chief Warden if the Executive Principal and Principal of Senior School are not in the college

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Chief Warden Checklist

☐ Have Red Helmet, High visibility vest, loudspeaker and checklists

☐ Start the stopwatch (in the case of a drill)

☐ **BSM**
  - ☐ Non teaching staff
  - ☐ Visitors / Casuals / Volunteers
  - ☐ Canteen x 2, uniform shop - locking of tills
  - ☐ Central Administration Building

☐ **SUB-SCHOOL WARDENS (Principals, HOSES)**
  - o **All <u>BUILDINGS</u> clear**
    - ☐ Junior School
    - ☐ Secondary School
    - ☐ Stanley Advancement Centre
    - ☐ Information Services Centre
    - ☐ Sports Centre
  - o **All <u>STAFF</u> accounted**
    - ☐ Junior School
    - ☐ Secondary School
    - ☐ Stanley Advancement Centre
  - o **All <u>STUDENTS</u> accounted**
    - ☐ Junior School
    - ☐ Secondary School
    - ☐ Stanley Advancement Centre

☐ NOTIFY FIRE DEPARTMENT OF MISSING STUDENTS/STAFF IN THE EVENT OF REAL FIRE.

☐ Stop the stopwatch when all accounted.

When all boxes are ticked, address the assembly and coordinate ALL CLEAR – Return to class in an safe, orderly manner.

Upper Coomera State College

Learning Pathways to the Future

STAGE WARDENS (Principals/Deputy) Checklist

JUNIOR

☐ PREP A	☐ 1A	☐ 2A	☐ 3A	☐ 4A	☐ 5A	☐ 6A
☐ PREP B	☐ 1B	☐ 2B	☐ 3B	☐ 4B	☐ 5B	☐ 6B
☐ PREP C	☐ 1C	☐ 2C	☐ 3C	☐ 4C	☐ 5C	☐ 6C
☐ PREP D	☐ 1D	☐ 2D	☐ 3D	☐ 4D	☐ 5D	☐ 6D
☐ PREP E	☐ 1E	☐ 2E	☐ 3E	☐ 4E	☐ 5E	☐ 6E
	☐ 1F		☐ 3F			

☐ All classes are accounted for.

☐ All Junior Buildings are clear (as below)

Surname	First Name	Building Number	Evac Building Checks	Toilets/Canteen
Bailey	Nigel	11, 12, 62, 25, 22, 62, 63	B, C, T2, T4, T5, T6, E	
McCabe	Andrew	19, 33, 42, 20, 30, 33, 35, 42	H, Chisholm Canteen, I, D F	Chisholm Toilets

☐ All staff are accounted for as per the following page.

Upper Coomera State College
Learning Pathways to the Future

Upper Coomera State College Junior Staff Check List

Activity Name: Fire and Emergency Evacuation or Lockdown

Date of Activity: _____   List current as at: 14-October-2016

Family Name	Given Name	Sighted	Family Name	Given Name	Sighted
Bailey	Nigel		Maher	Craig	
Barnes	Louise		Margetts	April	
Beaton	Sarah		Marriott	Emily	
Beevers	Carly		Masters	Carol	
Beresford	Bo		McCabe	Andrew	
Brightwell	Michael		McCartan	Ann	
Brittain	Donna		McKenna	Simone	
Caltabiano	Annette		McRae	Rachel	
Carey	Leigh		Misa	Stacey	
Chapman	Ruth		Moore	Helen	
Clunes	Julie		Morgenstern	Katie	
Course	Elisha		Murrell	Kate	
Danieluk	Pamela		Myatt	Brenton	
Dau	Cassandra		Nicholson	Nicola	
Dodd	Codi		Nogler	Debbie	
Doolan	Billie-Jo		O'Brien	Jodie	
Favaloro	Trish		Parker	De	
Fechner	Pauline		Pittard	Joanna	
France	Angela		Randall	Anne	
Gane	Col		Risson	Melina	
Gleeson	Barbara		Rowe	Rebecca	
Goldner	Nicole		Semple	Monique	
Grant	Jessica		Slinger	Daryl	
Hayes	Jessica		Smyth	Frances	
Heaton	David		Stefanac	Jason	
Holland	Matt		Stevens	Sonya	
Horvath	Ashlee		Taylor	Renee	
Howell	Annette		Te Ture	Raina	
Hume	Michael		Troy	Clare	
Jefferies	Erin		Tucker	Crystal	
Johnstone	Scott		Versteegen	Peta	
Jones	Nicole		Watson	Natalie	
Keech	Dawn		Watson	Salene	
Kerrisk	Dwayne		Westra Van Holthe	Melissa	
Khan	Khadijah		White-Long	Shannon	
King	Hayley		Williams	Narelle	
Laird	Jodie		Williams	Tracey	
Lewerissa	Hank		Wilson	Casey	
Madden	Kristy		Woods	Sally	

☐ Additional staff are accounted for.

_____

Please return to Chief Warden when completed

STAGE WARDENS (Principals/Deputy) Checklist

SENIOR

☐ **All STUDENTS accounted for – insert class names**

☐ **All Buildings are clear (as below)**

Surname	First Name	Building Number	Building Name	HOD Department	Evac Building Checks	Toilets/Canteen
Coombes	Angela	2 & 28U	Clark Centre	Science	Q Upstairs	Senior Canteen Toilets
Dean	Rohan	5	Samuel Griffiths	IT and Business	N	Fensham & N Block Toilets
Girle	Tonya	29	Fensham Senior	Maths	V	
Higgins	Tamara	13 & 14	Jakarra	Humanities	J	Jakarra Toilets
Hughes	Nicole	10 & 17	Music & Jane Rutter	Arts	M & K	Music Toilets
Hutchins	Robyn	34	Walters Creative Arts	Teaching and Learning	W	
Lewis	Jacqueline	8	Cowan Centre	Library	L	Library Toilets
Nichols	Camilla	16 & 59	Sports Centre	HPE	S & T7	Sports Centre Toilets
Peel	Allison	18, 71,72,73	PAC	Junior Secondary	P	
Shonhan	Nathan	31	Staffroom 1	Senior Secondary	SS1	Staffroom 1 Toilets
White	Heath	27, 67 28D	IDT	IDT	R & Q Downstairs	
Whitsed	Heidi	15	Staffroom 2	English	SS2	Staffroom 2 Toilets

Upper Coomera State College

Learning Pathways to the Future

☐ **All staff are accounted for as per the following page.**

Upper Coomera State College Secondary Staff Check List

Activity Name: Fire and Emergency Evacuation or Lockdown
Date of Activity: _____ **List current as at:** 14-October-2016

Family Name	Given Name	Sighted	Family Name	Given Name	Sighted
Adamson	Rosalie		Kilvington	Stephen	
Alidenes	Nick		Lewis	Clint	
Arnull	Brett		Lewis	Jacqueline	
Arthur	Christine		Lister	Alana	
Ashworth	Rachael		McDaniel	Richard	
Baldwin	Danielle		McGee	Ethan	
Bastijanic	Jelena		McKercher	Sherry	
Bavinton	Doug		McVarnock	Julie	
Bennett	Megan		Mitchell	Annelise	
Best	Rachel		Mitchell	Jayne	
Bowers	Robert		Murphy	Collette	
Bray	Jonathan		Newell	Michael	
Brown	Robert		Nichols	Camilla	
Butler	Adam		Owens	Adam	
Butler	Sean		Pedersen	Sara	
Capra	Chris		Peel	Allison	
Cardon Smith	Natalya		Pigott	Mathew	
Christie	Laura		Powell	Thomas	
Coleman	Wendy		Previte	Cathy	
Connelly	Amy		Psirris	Angelique	
Coombes	Angela		Puddey	Beth	
Croft	Raylee		Rambold	Michael	
Crompton	Jenna		Raven	Matt	
Cullen	Julia		Reuther	Stephen	
Dandy	Natarsha		Richards	Patricia	
Dean	Rohan		Ryan	Katrina	
Del Prado	Stephen		Sampson	Melissa	
Donaldson	Nancy		Schram	Katie	
Elkayam	Rebecca		Searle	Martin	
Ferreira	Amanda		Shonhan	Nathan	
Flavin	Jessica		Smith	Jacob	
Fox	Sarah		Sochanik	Paul	
Fuller	Guy		Somerville	Tracey	
Garget	Casey		Sullivan	John	
Girle	Tonya		Summers	Anthony	
Gurney	Kylie		Taylor	Simon	
Gustavson	Lyndal		Teelow	Scott	
Hawkins	Robert		Tobin	Yanna	
Hemmings	Felicity		Truss-Michaelis	Gary	
Hendrickson	Brett		Turner	Jennifer	
Higgins	Tamara		Vellozzi	Frank	
Hodgess	Kathryn		Ward	Anne	
Holland	Jess		Wecker	Kelsey	
Horne	Alison		White	Heath	
Horne	Nicholl		Whitney	Koda	
Hughes	Nicole		Whitney	Rebecca	
Hurinui	Roslyn		Whitsed	Heidi	
Hutchins	Robyn		Williams	Bridget	
Jackson	Jon		Winton	Michelle	
Jones	Michael		Wong-See	Anthony	
Kang	Jin		Woods	Zane	
Kennedy	Therese				

Completed Attendance Lists are to be returned to Central Administration

Upper Coomera State College

Learning Pathways to the Future

STAGE WARDENS (Principals/Deputy) Checklist

HOSES

- ☐ Your sub-school staff are accounted for:
- ☐ Cross check with other HOSES and report to Chief Warden.

Upper Coomera State College SEU Staff Check List

Activity Name: Fire and Emergency Evacuation or Lockdown
Date of Activity: _____ **List current as at:** 14-October-2016

Family Name	Given Name	Sighted	Family Name	Given Name	Sighted
Arnott	Elly				
Arthy	Thea-Maree				
Bailey	Lynda				
Bloomfield	Russell				
Brock	Julie				
Byrne	Pru				
Callebaut	Katrina				
Canning	Lisa				
Chandan Ram	Saiurie				
Davis-Davenport	Kylie				
Den Hollander	Christina				
Doherty	Jennifer				
Dunrobin	Dallas				
Garside	Fiona				
Gifford	Lynda				
Gordon	David				
Harris	Carol				
Hawley	Rhonda				
Holloway	Sally				
Kinsella	Noemi				
Luckman	Jo-Ann				
Martin	Vanessa				
McKenzie	Jenean				
McLennan	Sarah				
Michael	Diane				
Mitchels	Jodie				
Pavic	Renee				
Petersen	Kiley				
Price	Linda				
Roberts	Hugh				
Sathiaseelan	Susan				
Senior	Ros				
Sheppard	Chantelle				
Smith	Matthew				
Sutcliffe	Jerushka				
Sutton	Lisa				
Swift	Susan				
Telford	Janine				
Tuhoro	Tracey				
Turner	Kiri				
Turner	Larrys				
Turpeinen	Bridie				
Vellozzi	Sandra				
Weeks	Julie				
Williams	Nao		Confirm to Chief Warden that all staff		
Wilson	Lisa		accounted for and that the Special Education		
Worrall	Natasha		Building has been checked to be unoccupied.		
Yavuzer	Suellen				

Completed Attendance Lists are to be returned to Central Administration

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Upper Coomera State College
Learning Pathways to the Future

HR MANAGER Checklist

- ☐ **All staff are accounted for.**
- ☐ **Inform BSM.**

Upper Coomera State College Non Teaching Staff Check List

Activity Name: Fire and Emergency Evacuation or Lockdown

Date of Activity: _____ **List current as at:** 14-October-2016

Family Name	Given Name	Sighted	Family Name	Given Name	Sighted
Adaway	Shelley		Marmo	Wayne	
Avern	Timothy		Mason	Suzanne	
Barrett	Wendy		McHugh	Jane	
Baxter	Stephen		Megee	Tania	
Bennett	Amanda		Moore	Robyn	
Bennett	Samantha		Muir	Marilyn	
Brinsdon	Nicola		Murphy	Gerard	
Cali	Alfio		Opie	Colin	
Campbell	Geoff		Ormesher	Brooke	
Cassidy	Natalie		Painter	Debra	
Corr-Clements	Laura		Penellum	Susan	
Corr-Clements	Thomas		Price	Rose	
Davies	Lynn		Redler	Chris	
Di Stasi	Natasha		Reid	Carlea	
Dickson	Kellie		Ross	Jeffrey	
Downing	Gary		Rowe	Jannah	
Dunn	Tracey		Samaseia	Constance	
Farr-Wharton	Aeden		Sawyer	Kath	
Fisher	Sandra		Scheerie	Randal	
Fitter	Guy		Sivilay	Kelly	
Gardener	Robyn		Stafford	Deborah	
Gombos	Adela		Stanley	Matt	
Haidley	Karen		Tetlow	Hayley	
Hanley	Leanne		Tetlow	Jeffrey	
Heaton	Loretta		Tetlow	Lynda	
Hellou	Chee		Thompson	Hollie	
Henttonen	Wendy		Thurtell	Noel	
Irwin	Andrea		Tierney	Ian	
Iszlai	Agota		Tierney	Sam	
Jopson	Deborah		Trewin	Kaaren	
Kent	Shelley		Tuibua	Amenatave	
Kingston	David		Turnbull	Marley	
Koplick	Tracy		Turner	Mark	
Krause	Jamie		Weeden	Laurie	
Lavagna-Slater	Joanne		Wihongi	Chantelle	
Lee	Cassandra				
Luders	Pamela				
Marmo	Diane				

Completed Attendance Lists are to be returned to Central Administration

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BSM Checklist

- ☐ Co-ordinate Emergencies Services
- ☐ Non-teaching staff (list from HR Manager) are accounted for.
- ☐ Visitors and Casuals are accounted for.
- ☐ Report to Chief Warden

Upper Coomera State College
Fire and Evacuation Procedures
RESPONSIBILITIES TO BE CARRIED OUT BY THE

TEACHER.

Ensure students

- ☑ Stand up quietly and line up at the door - leave all personal equipment
- ☑ Walk quickly and quietly to the home group on the oval
- ☑ Teachers need to ensure their class is in a neat line and *silent (refer to Map)*. Youngest grades at halfway of oval, in alphabetical order of classes.
- ☑ Teachers collect rolls from Deputy Principals/Rolls officer (Yellow Hat) and mark accurately.

- ☑ *Class must remain standing* until teacher has accounted for **every student** in that class.

- ☑ **Once all students have been accounted** for (only students who are present **in front of you**), **seat your class**, return the roll to the Principal (or delegate) and **get yourself signed off.**

- ☑ Return to your class and keep them as settled as possible and wait for the Chief Warden (Red helmet) to give the ALL CLEAR.

- ☑ Follow Chief Wardens' instructions to dismiss students safely

If there are discrepancies with the roll

- ☑ Report discrepancy immediately to your Warden (Deputy Principal)
- ☑ Actively supervise your class, ensuring they remain standing (& quiet), until given further instructions

If possible
- ☑ Take class roll to meeting point
- ☑ Lock doors and windows upon leaving the room

Upper Coomera State College
Fire and Evacuation Procedures

RESPONSIBILITIES TO BE CARRIED OUT BY

SPECIALIST TEACHERS

If you have a class

☑ Supervise class to their home group on the oval, wait with them until their home teacher arrives

☑ Report to the Principal (Blue Helmet) at the meeting point to be accounted for

☑ Remain at the meeting point until given the "All clear" by the Chief Warden

If you do not have a class

☑ Check buildings are clear if you are in them

☑ Report to the Principal (Blue Helmet) at the meeting point to be accounted for

☑ Remain at the meeting point until given the "All clear" by the Chief Warden

Emergency Evacuation Map
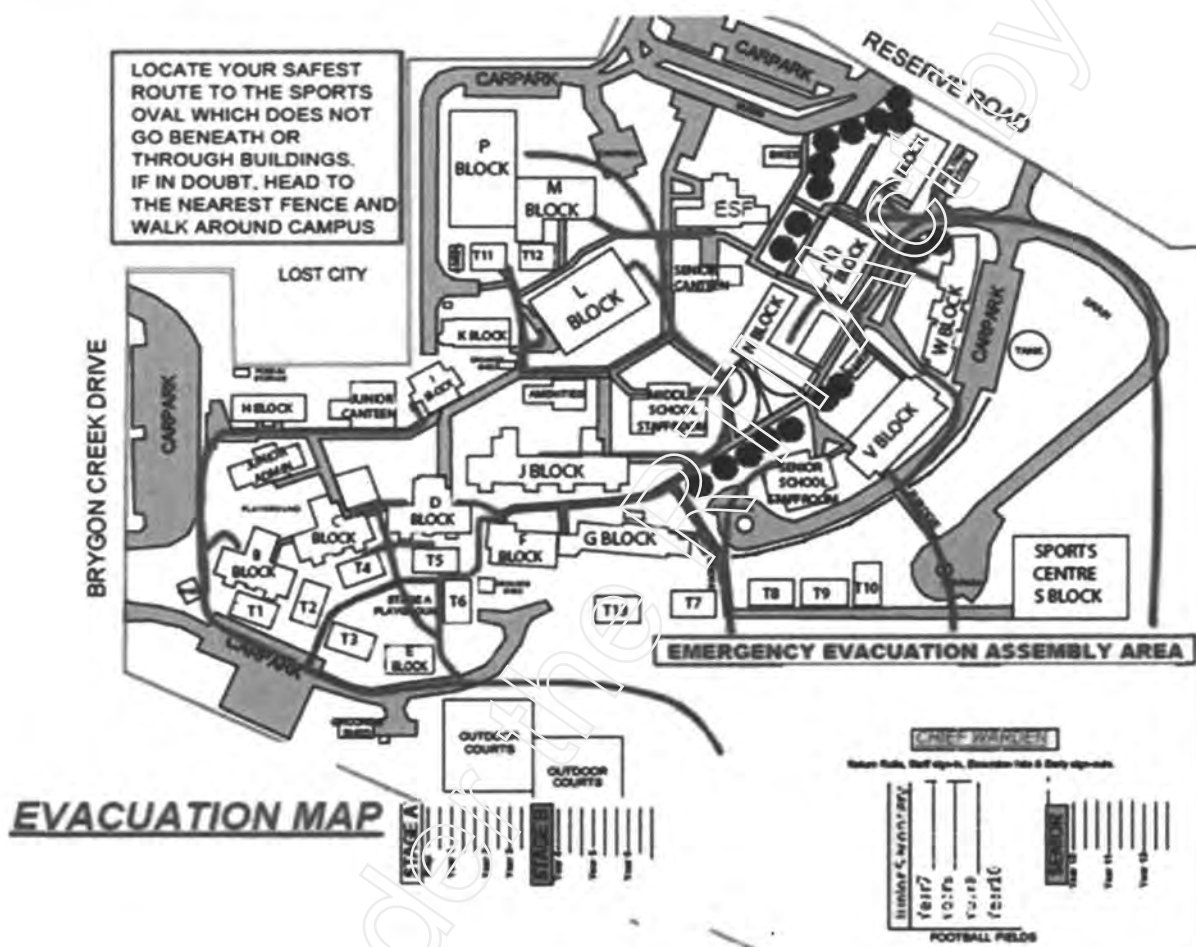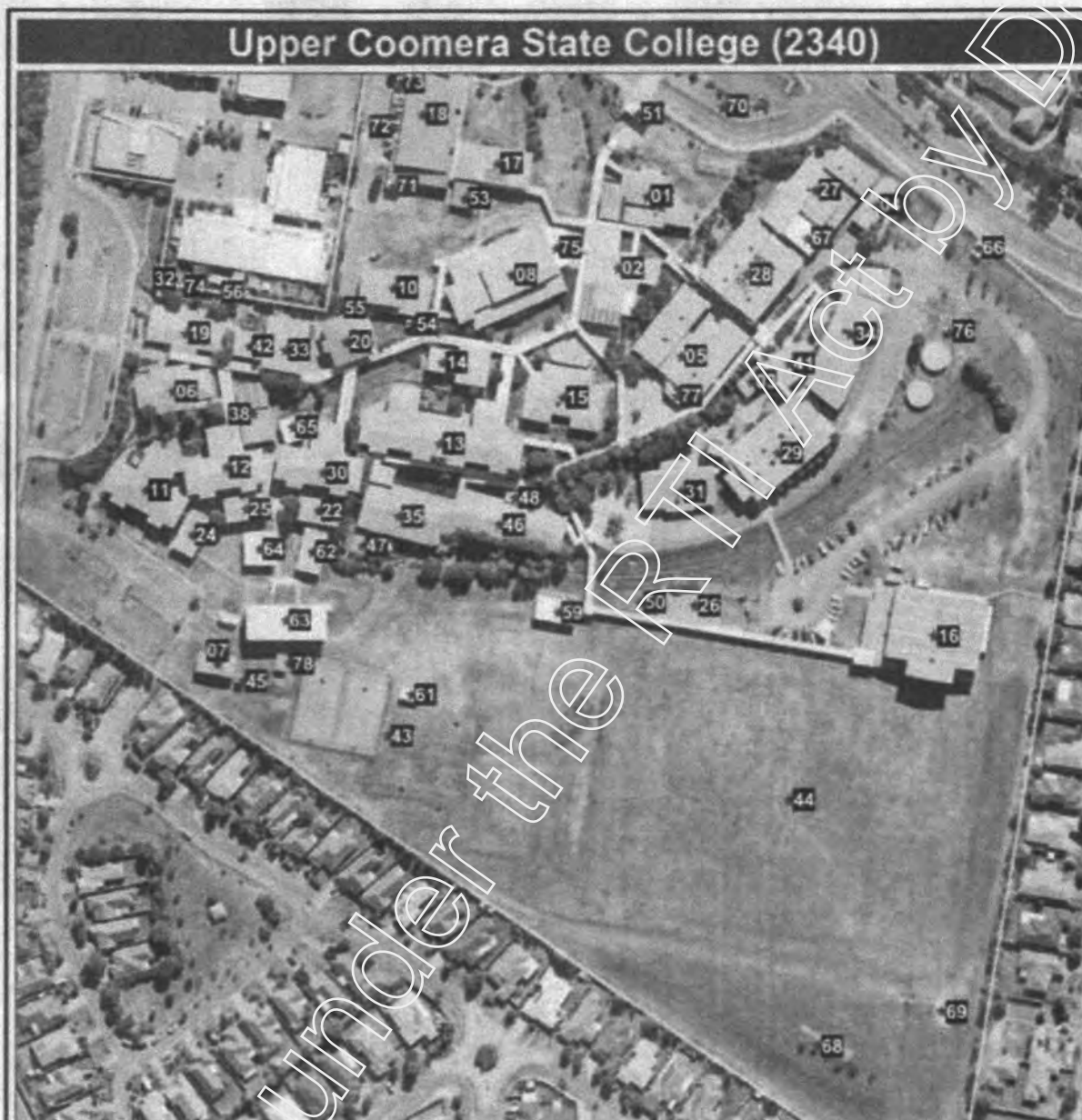
LOCATE YOUR SAFEST ROUTE TO THE SPORTS OVAL WHICH DOES NOT GO BENEATH OR THROUGH BUILDINGS. IF IN DOUBT, HEAD TO THE NEAREST FENCE AND WALK AROUND CAMPUS

EVACUATION MAP

EMERGENCY EVACUATION ASSEMBLY AREA

Upper Coomera State College (2340)

Ref_No	New_FLC	Local_Name	Ref_No	New_FLC	Local_Name	Ref_No	New_FLC	Local_Name
01	2340-S05AA	EXECUTIVE SERVICES	26	2340-S05T9	TRANSPORTABLE 9	54	2340-SSHE1	SHED - PREP STORAGE
02	2340-S0ESS	SENIOR SCHOOL CANTEEN	27	2340-S000R	R BLOCK	55	2340-S0BIN	RUBBISH BIN AREA
03	2340-SBUBB	W BLOCK TOILETS 003	28	2340-S000Q	Q BLOCK	56	2340-GZ004	PREP SHADE STRUCTURE 56
04	2340-S00FF	FACILITIES MANAGEMNT	29	2340-S000V	V BLOCK	59	2340-S00T7	TRANSPORTABLE 7
05	2340-S000N	BLOCK N	30	2340-S000D	D BLOCK	61	2340-SCOVV	COVERED AREA - OVAL
06	2340-S000A	A ADMIN	31	2340-S0IFS	SENIOR STAFF CENTRE	62	2340-S00T8	TRANSPORTABLE 8
07	2340-S00GG	SG BLOCK	32	2340-SSHE2	SHED-PREP	63	2340-S000E	E BLOCK
08	2340-S07...	U BLOCK	33	2340-S0JSC	JUNIOR SCHOOL CANTEEN	64	2340-SE009	UNDERCOVER AREA-E BLOCK
10	2340-S0...	Z BLOCK	34	2340-S000W	W BLOCK	65	2340-SCOVR	COVERED AREA - PLAY (JNR)
11	2340-S000B	B BLOCK	35	2340-S000F	F BLOCK	66	2340-SSHE5	SHED-FIRE PUMP
12	2340-S000C	C BLOCK	38	2340-SECH1	ECHIDNA U/COVER AREA	67	2340-S0RUC	R BLOCK UNDERCOVER AREA 67
13	2340-S000...	J BLOCK	41	2340-S0WAM	W BLOCK AMENITIES	68	2340-GNET5	CRICKET NETS
14	2340-S0MV...	TOILETS - JAKKARA	42	2340-S0CC	CHISHOLM COURT	69	2340-GLON0	LONG JUMP PIT
19	2340-S000...	MIDDLE STAFF CENTRE	43	2340-GCOUR	BASKETBALL COURTS	70	2340-G0BUS	BUS ZONE-SET DOWN AREA
16	2340-S000S	SPORTS CENTRE	44	2340-G0VAM	OVAL MIDDLE SCHOOL	71	2340-SP021	PROP STORAGE SHED
17	2340-S000M	M BLOCK	45	2340-SSHE3	FUEL SHED	72	2340-SP019	STORE 2
18	2340-S000P	P BLOCK	46	2340-S000G	G BLOCK	73	2340-SP020	STORE 3
	2340-S000H	H BLOCK	47	2340-SSHE6	SHED - STORAGE	74	2340-GSHAE	SHADE SAIL - PREP
	2340-S000I	I BLOCK	48	2340-SH011	SHED	75	2340-SCOVL	COVERED AREA LIBRARY
	2340-S00T3	TRANSPORTABLE 5	50	2340-S00T8	TRANSPORTABLE 8	76	2340-SH07	PUMP SHED OVAL
	2340-ST020	TRANSPORTABLE 2	51	2340-G0COV	COVERED AREA SET DOWN	77	2340-GPIZA	PIAZZA-PARTIALLY COVERED
	2340-S00T4	TRANSPORTABLE 4	53	2340-R0MAM	MUSIC AMENITIES	78	2340-SSHE4	SHED-STORAGE

Data Updated by DET - PAMS Team: 30 Nov 2015 // Images supplied by DNRM under SISP Licence

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UPPER COOMERA STATE COLLEGE

LOCKDOWN PROCEDURES

LOCKDOWN PROCEDURES WILL BE ACTIONED WITH THE SIGNALLING OF AN

INTERMITTENT SIREN

There are some emergent situations that require staff and students to either retreat or stay indoors. These situations include such threats from:

- Dangerous persons;
- Toxic spill (chemical truck accident in vicinity of school);
- Livestock running loose; and
- Bad weather

In the event that all children must return to, or remain in their classrooms, the following procedures will be followed.

ADMINISTRATION STAFF ACTIVATE ALARM

Intermittent siren will be activated from Central Admin in identification of threat on the campus. ID Attend rolls will be printed in anticipation of ALL CLEAR. Non-contact staff and visitor rolls generated.

NOTIFY POLICE

Advise police immediately of the situation. Try to provide them with as much information as possible, for example:

- time of incident
- nature of occurrence
- details of the offender and if the offender is armed
- type of weapon

ON HEARING THE ALARM

CLASSROOM TEACHERS

- All children are to return quickly and quietly to their classroom or nearest building containing College Staff.
- Teachers / staff must lock all doors and windows, and turn off classroom lights.
- Children must sit on the floor below window level. Teacher may utilise withdrawal rooms, storage rooms and passageways at their discretion.
- Do not walk around, remain on the floor.
- No one is to leave the room for any reason.
- Monitor phones for classroom messages.
- When situation is resolved, the ALL CLEAR will be rung to indicate "ALL CLEAR" Two tone alarm with an accompanying PA announcement.

SPECIALIST TEACHERS

- Children attending specialist lessons will remain with the Specialist Teacher and follow classroom procedures.
- The HPE teacher will use discretion to return to the nearest classroom or building.

CSOs

- All teacher aides will remain with the classroom teacher and follow class procedures.
- If in the grounds, proceed to the nearest classroom.
- If in the administration building, proceed to the hallway outside the Conference Room, lock all doors and windows and turn off lights.

CANTEEN STAFF

- The canteen workers will lock all windows and doors.
- All workers will remain in the canteen until the all clear is given.
- When all clear is given, roll marking is to occur. Refer to section below "Roll Marking of Non Teaching Staff after all clear".

JANITOR AND GROUNDSMAN

- Check toilets. If students are there, accompany them to nearest building.

ADMINISTRATION OFFICERS

- Lock all office windows and doors and turn off lights.
- Junior School Administration officers to contact Kindy to notify of lockdown situation.

ALL CLEAR SIGNAL

The all-clear signal will be a TWO TONE SIREN (and accompanying PA announcement). Emergency rolls are to be collected from the sub-school office.

Junior school Teachers

- phone relevant Deputy Principal regarding number of students present in class:
- P-2 contact 602 or if unavailable contact 620 or 630
- 3-6 contact 605, or if unavailable contact 620 or 630

Specialist Junior Staff

- Contact Junior Office on 620 or 630 with names of student in their care.
- Contact Junior Office on 620 or 630 to report yourself as accounted for.

Secondary School teachers

- Secondary school students will remain within their current class and a roll will be marked within this period.
- Teachers with same pathways class can send student to collect ID Attend roll from central administration.

Specialist Senior Staff

- Contact DP with names of student in their care.
- Contact DP to report yourself as accounted for.

TEACHERS ON NON CONTACT TIME

- After all clear, if teachers have no pathways class, please phone your administration to be marked off the non-contact teaching list.

VARIATION FOR BREAK TIMES/ BEFORE SCHOOL/ AFTER SCHOOL

ON HEARING THE LOCKDOWN SIGNAL

- All children are to move quickly and quietly to their nearest room or building. containing college staff e.g. staffroom, office, canteen, ISC, Advancement centre.
- Teachers / staff must lock all doors and windows, and turn off classroom lights.
- Children must sit on the floor below window level. Teacher may utilise withdrawal rooms, storage rooms and passageways at their discretion.
- Do not walk around, remain on the floor.
- No one is to leave the room for any reason.

ALL CLEAR SIGNAL

- The all-clear signal will be the TWO TONE Alarm FOLLOWED by a PA Announcement
- Emergency rolls are to be collected from the sub-school office.
- Junior school students will return to their normal classroom and the teacher will complete the emergency (ID Attend) roll and return to the office.
- Secondary school students will report directly to their pathways class for roll mark of the emergency roll (ID Attend copy).
- Secondary students remain in their pathways class until the next scheduled lesson or break.

DEPARTMENT OF EDUCATION, TRAINING AND EMPLOYMENT | EMERGENCY MANAGEMENT

Accident / Injury

September 2012

Immediate Action

- Assess the situation and the condition of the person(s); i.e. broken bones/burns/ possible internal or spinal damage/serious lacerations/sudden illness.
- Assess the safety needs of the group and the situation – safety, injuries, environment, and condition of party.
- Attend to injured person(s) – administer first aid as necessary, following basic casualty care practices, (avoid contact with blood or other body fluids by using protective gloves) and make them as comfortable as possible.

Call for assistance

- Contact appropriate emergency services by telephoning triple zero (000).

Ensure the Safety of the rest of the group

- Ensure everyone is safe and encourage them to remain calm.
- Remove/isolate group from incident site.
- Establish adequate shelter if required and meet the needs of the people involved.
- Provide assistance to those people who require it and decide on a strategy for looking after person(s) until outside help arrives.

Call together the site's emergency response team to implement emergency procedures

- Assemble and record all site personnel.
- Determine missing persons and report to emergency service personnel.
- Contact injured person(s) family/parents.

Follow up action

- Notify relevant stakeholders.
- Inform the Principal if injury occurs off site.
- Notify parents/carers/next of kin.
- Inform the Regional Director if required.
- Refer media to Regional Director.

Documentation

Complete the relevant report available from https://myhr-whs.deta.qld.gov.au

Recovery

- Review of processes, debriefing and memorials (if necessary).
- Seek support from School Guidance Officers and Employee Advisors as appropriate: http://education.qld.gov.au/health/contacts/contacts-ea.html

Skin Puncture

immediate action

- Attend to injured person

Police, Fire, Ambulance

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DEPARTMENT OF EDUCATION, TRAINING AND EMPLOYMENT

Accident / Injury
Continued

- Determine what has caused the injury, i.e. needles, syringes, sharp objects, glass.
- Apply first aid and have the person(s) attended to by a medical professional immediately (avoid contact with blood and other body fluids by using protective gloves).
- Prevent "unqualified" people e.g. students from touching or picking up "contaminated" needles, syringes, and sharp objects.

Ensure the safety of the rest of group

- Isolate the site at which the incident has occurred and remove witnesses to a safe and secure location.
- Ensure Standard Precautions for the prevention of disease transmission are facilitated and maintained

Standard precautions include:

- Good hygiene practices, including hand washing
- Use of personal protective equipment (PPE)
- Appropriate handling and disposal of sharps and other infectious waste and
- Appropriate cleaning and disinfection of contaminated items

Follow up action

- Notify relevant stakeholders.
- Advise parents/carers/next of kin.
- Police/security patrols if evidence of illegal drugs on DETE property

Documentation

- Follow procedures for Managing a Needle Stick Injury.
- Complete the relevant report available from https://myhr-whs.deta.qld.gov.au

Recovery

- Debriefing and review of processes.

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Police, Fire, Ambulance

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Upper Coomera State College

Learning Pathways to the Future

DEPARTMENT OF EDUCATION, TRAINING AND EMPLOYMENT

EMERGENCY MANAGEMENT

Assault

September 2012

What is an Assault?

A person who strikes, touches, or moves, or otherwise applies force of any kind to, the person of another, either directly or indirectly, without the other person's consent, or with the other person's consent if the consent is obtained by fraud, or who by any bodily act or gesture attempts or threatens to apply force of any kind to the person of another without the other person's consent, under such circumstances that the person making the attempt or threat has actually or apparently a present ability to effect the person's purpose, is said to assault that other person, and the act is called an assault.

Additionally, all State criminal codes have further definitions of actions that may constitute an assault, such as causing physical discomfort by the use of: heat, light, electrical force, and odorous gases.

Immediate Action

- Assess the situation and remain calm.
- Take no action that will provoke the situation; where necessary (and possible) call for assistance (Police if necessary).
- Take appropriate action to prevent injury if safe to do so.

Call for assistance

- Inform the Principal/Institute Director.
- Contact appropriate emergency services by telephoning triple zero (**000**).
- By reporting the assault to police you are providing details of what happened during your assault and requesting the police to investigate the matter. This is called making a complaint and you are referred to as the 'complainant.'

Ensure the Safety of the rest of the group

- Ensure everyone is safe and encourage them to remain calm.

Attend to injured person

- Assist the victim(s) (if applicable) without endangering yourself or other people.

Follow up action

- Inform parents/carers/next of kin and Education Queensland International if required
- Notify relevant stakeholders.
- Report the incident to the Regional/Institute Director if required (refer media to Regional/Institute Director).
- Offer counselling.
- Consult with behaviour management coordinator (if necessary)

Documentation

Complete the relevant report available from https://myhr-whs.deta.qld.gov.au

Recovery

- Review of processes, debriefing.
- Seek support from School Guidance Officers and Employee Advisors as appropriate http://education.qld.gov.au/health/contacts/contacts-ea.html

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DEPARTMENT OF EDUCATION, TRAINING AND EMPLOYMENT   EMERGENCY MANAGEMENT

Bomb Threat / Suspicious Mail

September 2013

1. What defines a Bomb Threat?

A bomb threat is generally defined as a threat, usually verbal or written, to detonate an explosive or incendiary device to cause property damage, death, or injuries, whether or not such a device actually exists. Typically delivered by telephone, or other telecommunication means, the great majority of such threats are sociopathic behavior[citation needed], intended to cause disruption, revenge or play practical jokes, rather than warning of real devices.

Criminal statutes typically dictate severe penalties. For example, In Queensland the Maximum penalty for the offence of Bomb Hoaxes is (1) 321A (1) above is 7 years imprisonment (2) 321A (2) above is 5 years imprisonment.

The decision to evacuate an area or building, depending on the perceived reliability of the threat, may be made by local controlling authorities or those in charge of the targeted facility based on advice from bomb disposal experts. Where a large facility is involved it can be very difficult and time-consuming to ensure the absence of any bomb or other hazardous device or substance.

Preparedness prior to the event
Preplanning tips

- Ensure you have completed and reviewed your Emergency Management Plan (EMP)
- Ensure you have identified your exit routes
- Identify a Safe Refuge area to evacuate to

Immediate action
A copy of the Bomb Threat Record should be kept within easy reach of each telephone.
In the case of a telephone threat

- Let the caller finish without interruption and keep the caller talking as long as possible using key questions on the Bomb Threat Record, **Do not replace handset** in order to trace the call. Using another telephone, call 1800 805 508 to trace the call.
- Notify police immediately – Call triple zero (**000**)

In the case of a verbal threat

- Let the person finish without interruption and keep them talking as long as possible using key questions on the Bomb Threat Record

In the case of a written threat

- If the threat is written and it is established as a threat then secure all documentation, including envelopes, and do not physically handle pages again until further police advice is sought.

  Assess the situation with the aid of the Bomb Threat record, which can be found in the Emergency Management Plan template at:

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Bomb Threat Continued

https://oneportal.deta.qld.gov.au/Services/Facilities/emergencysecuritymanagementinformation/Pages/default.aspx

If a suspicious package has been identified

- Call for assistance
- Inform the Principal and the Police (using a different telephone line)
- Call together the site's emergency response team to implement emergency procedures:
  - Assess the risk and evacuation to a safe area as advised by Police
  - Leave doors and windows open
  - Do not disturb and evidence the police might find useful
  - If a suspect object has been located as a result of a search or if bomb threat is deemed serious, then evacuate (make sure the evacuation point has also been searched by staff before rallying to the deemed safe area).
  - The national standard is 100m clearance around the suspect item and no mobile phones / radios / cordless telephones with 25m.
  - Determine a strategy for further action in consultation with the police
  - Return the workplace to normal operations after consultation with the police. Complete a Bomb Threat Record and prepare a detailed report of the incident for Qld Police and the Department.

Follow up actions
- Contact your Regional/Institute Director.
- Refer media to the Regional/Institute Director.

Recovery
- Seek support from School Guidance Officers and Employee Advisors as appropriate: http://education.qld.gov.au/health/contacts/contacts-ea.html
- Review of processes, debriefing, and memorials (if necessary).
- Complete the relevant report available from https://myhr-whs.deta.qld.gov.au
  For further information refer to http://www.police.qld.gov.au/services/general/mail.htm

2. What defines Suspicious Mail?

From time to time persons pursue a grievance /cause, real or perceived through unlawful acts. One of these is using mail to transport harmful items. This document is intended to enhance awareness and offer advice on best practice in relation to the subject.

Unopened package

If you suspect that you have received a package that may contain hazardous material and it remains unopened:
- Turn off the air-conditioning system
- Place the item in a plastic bag and seal it
- Place all items in a second plastic bag and seal that bag.
- Stay in your office or immediate work area.

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Suspicious Mail
Continued

- This also applies to co-workers in the same room.
- Prevent others from entering the area and becoming contaminated. Remember you are not in immediate danger.
- Call for help. This may be your supervisor to call triple zero (**000**) to ask for Fire HAZMAT depending on your situation.

Advise:

- Exact location of incident – street address, building floor
- Number of people potentially exposed
- Description of package/device
- Action taken, e.g. package covered with black coat, area isolated
- Keep your hands away from your face to avoid contaminating your eyes, nose and mouth.
- If possible (without leaving the work area) wash your hands.
- Wait for help to arrive.

Opened package

If you suspect that you have received a package that may contain hazardous material and it has been opened.

- Turn off air-conditioning system
- Do not disturb the item any further. Do not pass it around. If any material has spilt from the item, do not try to clean it up, or brush it from your clothing.
- If possible, place an object over the package without disturbing it such as a large waste bin.
- Stay in your office or immediate work area. This also applies to co-workers in the same room. Prevent others from entering the area and becoming contaminated. Remember you are not in immediate danger.
- Call triple zero (**000**) to ask for Fire HAZMAT depending on your situation.

Advise:

- Exact location of incident – street address, building floor
- Number of people potentially exposed
- Description of package/device
- Action taken, e.g. package covered with black coat, area isolated.

If you suspect the mail item may contain an explosive device

- Follow your normal emergency procedures
- Ring triple zero (**000**) and report emergency procedures
- Evacuate the area

What constitutes a "suspicious parcel"?

- Some typical characteristics Postal inspectors have detected over the years, which ought to trigger suspicion, include parcels that:
- Are unexpected or from someone unfamiliar to you
- Are addressed to someone no longer with your organisation or are otherwise outdated
- Have no return address, or have one that can not be verified as legitimate
- Are of unusual weight, given their size, or are lopsided or oddly shaped
- Are marked with restrictive endorsements, such as "personal" or "Confidential" and have protruding wires, strange colours, odours or stains.

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Disappearance or removal Of student

September 2012

Immediate Action

Inform Principal/Institute Director

- Contact appropriate emergency services by telephoning triple zero (000)
- Call together the site's emergency response team to implement emergency procedures
- Search area if applicable

Ensure the safety of the rest of the group

- Contact parents/caregivers immediately
- Notify Education Queensland International if an international student is involved
- Gather information to establish the status of the student's whereabouts as directed by police. (Consult with friends, siblings, teachers, families/caregivers etc)

Follow up actions

- Notify relevant stakeholders.
- Notify Regional Director (School Incident Alert Notification Process)
- Refer media to the Regional Director
- Notify police if student found.

Documentation

Complete the relevant report available from https://myhr-whs.deta.qld.gov.au

Recovery

- Establish the safety and wellbeing of student if possible
- Debriefing, counselling, review of processes.
- Seek support from School Guidance Officers and Employee Advisors as appropriate http://education.qld.gov.au/health/contacts/contacts-ea.html

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Building Structure Collapse quick reference guide

Preparedness prior to the event
- Ensure you have completed and reviewed your Emergency Management Plan (EMP)

Immediate action
- Activate your Emergency Management Plan (EMP)
- Secure the area, ensuring there is no immediate threat to any persons.
- Determine if there are any casualties and nature of their injuries, without placing any personnel at risk.
- Attend to any injured person(s)
- Administer first aid (Qualified first aider) where appropriate (avoid contact with blood and other body fluids by using protective gloves).
- Contact appropriate emergency services by telephoning triple zero (**000**)
- Contact the Regional Director.
- Contact WH&S
- Evacuate the building according to circumstances

Standard precautions include:

- Good hygiene practices, including hand washing
- Use of personal protective equipment (PPE)
- Appropriate handling and disposal of sharps and other infectious waste and
- Appropriate cleaning and disinfection of contaminated items.

Call together the site's emergency response team to implement emergency procedures

- Assemble and record all site personnel
- Determine missing persons and report to emergency service personnel.
- Contact injured person(s) family/parents.

Follow up actions
- Notify relevant stakeholders
- Report the incident to Regional Director
- Notify BAS (07) 3224 8596 (Available 24/7)
- Notify Qld Police.
- Re-enter the building(s) only after the Infrastructure Manager or BAS have given the "all-clear"
- Monitor the safety of the repaired building(s)
- Refer media to the Regional Director
- For support on any of the above, please contact your Infrastructure Advisor
- Notify Education Queensland International if any international student is involved

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Building Structure Collapse quick reference guide

Recovery

- Seek support from School Guidance Officers and Employee Advisors as appropriate: http://education.qld.gov.au/health/contacts/contacts-ea.html
- Review of processes, debriefing, and memorials (if necessary).
- Complete the relevant report available from https://myhr-whs.deta.qld.gov.au

NB: School closures due to Natural/Man-made Disasters are posted on DETE website, Facebook and Twitter.

DETE Website http://deta.qld.gov.au/
Twitter www.twitter.com/QLDDETE
Facebook http://www.facebook.com/pages/Queensland-Department-of-Education-Training-and-Employment/1363847799716300

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Fire quick reference guide

If you are an owner, or a business or person, that is occupying, or managing a building in Queensland you have a **legal obligation** to ensure the safety of any person in that building in the event of a fire or other emergency.

The Queensland Fire & Emergency Service has developed 'The Fire Safety Management Tool for Owner / Occupiers' to assist owner / occupiers in managing their compliance with the *Fire and Rescue Service Act 1990* and the *Building Fire Safety Regulation 2008*. The 'Advisory Notes' provide further explanation and clarification of terms referenced.

It is important to note, the 'Fire Safety Management Tool for Owner/ Occupiers' and the 'Advisory Notes' are guides only. **Neither document indicates compliance with all requirements of the** *Fire and Rescue Service Act 1990* and/or the *Building Fire Safety Regulation 2008*.

Preparedness prior to the event

- Ensure you have completed your Emergency Management Plan (EMP)
- Ensure you have identified your exit routes and location of firefighting equipment
- Identify a Safe Refuge area to evacuate to

Immediate action

- Activate your Emergency Management Plan (EMP)
- Raise the alarm to warn people at the workplace.
- Notify the Fire Service (000)
- Call the site's emergency response team to implement emergency procedures:
  - Evacuate to nominated assembly area(s) which is clear of the danger area
  - Call a roll to check that everyone is safe
  - Restrict the danger area
  - Notify Qld Police and Qld Ambulance if required by phoning triple zero (000)
  - Fight the fire only if it is safe to do so and if the people involved have been trained to use the firefighting equipment.
  - Notify the Regional Director.
  - Do not disturb any potential evidence the police might find useful.

Ensure the Safety of the rest of the group

- Assist people in immediate danger – in particular people with disabilities and those requiring additional assistance.
- Attend to injured person(s).

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Fire quick reference guide

Follow instructions given by:

- Qld Police Service
- Qld Fire & Emergency Service
- Qld Rural Fire Service
- Your Regional Director
- Emergency & Security Management Unit

Follow up actions

Assume presence of Asbestos Containing Materials in debris Notify relevant stakeholders

- Report damage to facilities & grounds to the Regional Office.
- Consider closure of school, refer to **CEO Directive No.01/2016** for more information
- Report school operational status and student attendance to the Regional Director.
- Make arrangements for parents/carers/next of kin to be notified once danger has passed.
- Have appropriate authorities assess the safety of the buildings once the fire has been extinguished.
- Notify BAS (07) 3224 6666 (available 24/7)
- For support on any of the above, please contact your Regional Office Infrastructure Advisor
- Notify Education Queensland International if any international student is involved

Recovery

- Seek support from School Guidance Officers and Employee Advisors as appropriate: http://education.qld.gov.au/health/contacts/contacts-ea.html
- Review of processes, debriefing, and memorials (if necessary).
- Complete the relevant report available from https://myhr-whs.deta.qld.gov.au

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Hazardous Materials (HAZMAT) quick reference guide

What is HAZMAT?

Hazmat is a shortened term meaning "hazardous material." Hazardous material can be anything that can cause harm to living things. Some types of hazardous material include biological, chemical or physical items. They can pose a danger to individual health and to the environment. These items as stated by the Occupational Safety and Health Administration (OSHA) can be agents that contain carcinogens (cancer-causing substances), toxic agents, corrosives, explosive or flammable chemicals and unstable agents.

Preparedness

*All Education Queensland schools are eligible to register for access to Chemwatch Gold FFX online version. Chemwatch provides Material Safety Database on all hazardous and non-hazardous materials with advice if exposed to HAZMAT. To register for access, click: http://education.qld.gov.au/health/pdfs/chemwatch-registration-instructions.pdf

Immediate action

Attend to injured person(s) if necessary

- Identify the hazardous material(s) involved – chemical spillage, gaseous emission, building components.
- Call for assistance – Contact appropriate emergency service by phoning triple zero (**000**)
- Inform the Principal and call together the site's Emergency response team to activate your emergency management plan:
  - Call and co-ordinate support from Qld Police, State Emergency Services, Qld Ambulance Service and Qld Fire & Emergency Service as needed.
  - Respond to State Emergency Services as instructed.

Ensure the safety of the rest of the group

- Move people away from the immediate danger area as quickly as possible.
- Where it is possible to do so safely, prevent further spread of hazardous materials by:
  - closing doors and windows
  - drawing curtains and sealing ventilators
  - turning off air conditioners
  - extinguishing naked flames (including pilot lights)
- Once evacuated and safe, call a roll to check that everyone who might have been exposed to the hazardous material is now in a safe area.

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Hazardous Materials (HAZMAT) quick reference guide

- Qualified first aiders apply basic first aid to people affected by hazardous material and refer serious cases to Qld Ambulance Service – Refer to the Chemwatch MSDS for additional safety information.

- Do not return to the previously contaminated area until the "all clear" is given by the Qld Fire & Emergency Service / Qld Police.

Follow up actions

- Report the incident to your Region Director.

- Refer media to the Region Director.

- For support on any of the above, please contact your Regional Office infrastructure Advisor

- Notify Education Queensland International if an international student is involved.

Recovery

Seek support from School Guidance Officers and Employee Advisors as appropriate:
http://education.qld.gov.au/health/contacts/contacts-ea.html
- Review of processes, debriefing, and memorials (if necessary).

- Complete the relevant report available from https://nw.w-wsi.deta.qld.gov.au/

NB: School closures due to Natural/Man-made Disasters are posted on DETE website, Facebook and Twitter.

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Workplace Health & Safety

Department of Education, Training and Employment

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Heat wave quick reference guide

What is a Heatwave?
A heat wave can be defined as a prolonged period of excessive heat. In Australia excessive heat can vary from 37°C to 42°C. A heat wave occurs when there are a number of consecutive days with above average temperature, often combined with high humidity.

Preparedness prior to the event
- Plan ahead to reduce the risk of getting heat exhaustion or a heat related illness.
- Look at alternatives to help to cool your building. For example, install awnings, shade cloth or internal blinds or curtains on the sides of the building which face the sun.
- Listen to your local weather forecast so you know if a heat wave is on the way.

Immediate action
Refer to Queensland Health guidelines
http://www.health.qld.gov.au/disaster/heat/heat-wave.asp

Keep out of the heat
- Plan your day to keep activity to a minimum during the hottest part of the day.
- If you must go out then wear lightweight, light-coloured, loose, porous clothes, a wide-brimmed hat and sunscreen and regularly rest in the shade and drink fluids.
- If you can; avoid going out in the hottest part of the day (11am – 3pm).
- AVOID strenuous activities.

Stay cool
- Wear appropriate clothing to suit the hot weather.
- Stay inside, in the coolest rooms in your building, as much as possible.
- Open up windows and doors when there is a cool breeze, when the temperature inside rises.
- Use fans and air-conditioners where possible to keep cool.

Monitor agricultural unit animals for heat stress (if applicable)
Animals can be affected by heat related illness and anyone in charge of livestock has a duty of care to provide food, water and appropriate shelter for the animal.

Signs and Symptoms of heat related illness
Although the presence of symptoms may vary from person to person, below is a list of common signs and symptoms of heat related illness that can affect people.

Sunburn	Flushed or pale skin
Heat risk or prickly heat	Cramps
Heat exhaustion*	Heat stroke*
Tiredness and weakness	Fainting/collapse
Nausea/vomiting	Headache
Dizziness	Rapid pulse
Changes to the level of consciousness (e.g. disorientation, drowsiness)	

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Heat wave quick reference guide

*Heat stroke can affect a person engaging in physical activity who has not been identified as suffering from heat exhaustion and who has persisted in further activity. Heat exhaustion and heat stroke can still occur where there has been good hydration.

First Aid
What you can do to assist anyone needing first aid: in an EMERGENCY, telephone triple zero (000) and get paramedics on the way immediately.

Please note that Education Queensland schools remain open and students are not sent home during periods of excessive heat or heat wave conditions. Schools should refer to the Managing Excessive Heat in Schools procedure at: http://education.qld.gov.au/schools/healthy/wellbeing-guidelines/heat.html

Follow up actions
Complete the relevant report from https://myhr-whs.deta.qld.gov.au

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Workplace Health & Safety

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Tsunami quick reference guide

What is a Tsunami?

A tsunami is a series of fast moving waves produced during large scale ocean disturbances. A tsunami can occur with very little warning; caused by a variety of natural or technological events, such as earthquakes, volcanic eruptions, explosions, landslides, and meteorite impacts.

A tsunami is different from regular ocean waves in several ways:

- A tsunami is a series of sea waves that are extremely long. As a tsunami crosses a deep ocean the length from crest to crest may be as much as 150 kilometers and these waves can travel at speeds of 1,000 km/h.
- A tsunami that is unnoticeable at sea, because of its long wave lengths, may reach several metres or more in height by the time that it reaches the coast
- Regular ocean waves move in the water from the surface down to around 150m deep, but a tsunami moves in the water all the way to the seafloor. Therefore the volume of water that is moved by a tsunami is significantly more than the amount moved by regular ocean waves.
- As many tsunamis are a series of waves, there is often more than one wave and the first wave may not be the largest.

Pre-season planning

Tsunami can occur at any time of the year, coastal facilities need to be aware that the threat of Tsunami is an ongoing possibility.

- Ensure your "Tsunami Sub Plan" has been completed and reviewed.

Preparedness prior to the event

- Contact your local council to find out about the risk of tsunami in your community.
- Familiarise yourself with information about tsunami and the natural warnings signs, such as earthquakes, rumbling/roaring sounds or sudden changes in the behaviour of coastal seas (the sea level may recede dramatically).
- Visit the Bureau of Meteorology website for more information. The Bureau of Meteorology has the overall responsibility for issuing Tsunami Warnings in Australia.
- If your School is in a Tsunami prone area, develop a Tsunami Sub Plan which should be attached to your emergency management plan. Identify the nearest high ground and the safest routes to it.
- WARNINGS will be relayed through Emergency Authorities via official channels (e.g. Emergency Alert, radio, television, sign boards and the internet), Lifeguards, Surf Lifesavers and/or unofficial channels (e.g. face to face or verbal announcement).
- Depending on the level of threat determined by the Joint Australian Tsunami Warning Centre
- JATWC the Bureau of Meteorology may issue a Tsunami Warning restricted to the marine environment and immediate foreshore area for parts of the Australian coastline. Tune into warnings via Emergency Alert, the radio, television, '1300 TSUNAMI' (1300 878 6264) or the Bureau of Meteorology's website.

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Emergency Response Officers
P: (07) 30346011
P: (07) 30346012
E: qld-dete-emru@id.ngcomms.net

Queensland
Government

Department of Education, Training and Employment

ESMU
Emergency and Security Management Unit

Tsunami quick reference guide

Immediate action

- Activate your Tsunami Sub plan
- Listen to your local radio station for information and instructions.
- Listen carefully to the warning and act immediately on the advice provided.
- To help minimise the risk to your safety; it is important to follow the advice contained in these warnings.
- If you are on land and instructed to evacuate; follow your Tsunami Sub Plan and immediately move inland or to higher ground at least 10 metres above sea level or, if possible, move at least 1km away from all beaches, harbours and coastal estuaries/riverbank areas.
- If you are unable to leave the area, take shelter in the upper level of a sturdy brick or concrete multi-storey building and stay there until advised that it is safe to leave (homes and small buildings are not designed to withstand tsunami forces).

Follow up actions

- Tsunami Warnings will be cancelled by the Joint Australian Tsunami Warning Centre when the main threat is deemed to have passed.
- Emergency authorities will inform the public when it is safe to return to the affected area. This advice will be related through emergency authorities via official channels, such as radio, television, signboards or via the internet, '1300 TSUNAMI' (1300 878 6264) or the Bureau of Meteorology's website www.bom.gov.au/tsunami
- Contact your Regional Director.
- Refer media to the Regional Director
- For support on any of the above, please contact your Regional Office Infrastructure Advisor
- Notify Education Queensland International if any international student is involved

Recovery

Seek support from School Guidance Officers and Employee Advisors as appropriate: http://education.qld.gov.au/health/contacts/contacts-ea.html

NB: School closures due to Natural Disasters are posted on DETE website, Facebook and Twitter.

DETE website	www.dete.qld.gov.au
Facebook	http://www.facebook.com/pages/Queensland-Department
Twitter	www.twitter.com/QLDDETE

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Emergency Response Officers
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What is a Critical Incident?

A Critical Incident (CI) is related to an event that lies outside the range or ordinary day-to-day living and of such nature that it would create significant stress to almost anyone. A stressful experience becomes traumatic when an increase in a perceived threat can no longer be assimilated by usual means and the mind becomes overwhelmed. Examples of Critical Incidents that could occur in schools include:

* Death of students, staff, parents and community members who are linked closely to the school environment

* A disaster i.e. fire, extensive storm causing damage etc.

* A hostage situation

* Significant physical injury and/or onset of life threatening illness

* Road accident outside school grounds

* School transport accident including accidents through excursions

* Any other event that has an unusually powerful impact on people in general.

The management of Critical Incidents includes the activities that take place prior to and following a traumatic event. The process focuses on the planning and actions so that the Critical Incident is dealt with quickly and with high level competent support mechanisms in place.

HEMSLEY, John

Ps – also inserted in OneNote with correct file name.

Kind regards,

Glenn

Glenn Howell
Business Services Manager

ghowe31@eq.edu.au
Ext. 510

Upper Coomera State College
137 Reserve Road
Upper Coomera, QLD. 4209
Ph: (07) 55 907 555
Fax: (07) 55 907 500

www.uppercoomerasc.eq.edu.au

Queensland Government

CRE International (trading as
Education Queensland International)

CRICOS Provider Code: 00608A

From: HOWELL, Glenn (ghowe31)
Sent: Tuesday, 25 October 2016 9:35 AM
To: VERSTEEGEN, Peta (pvers1) <pvers1@eq.edu.au>
Cc: GARDENER, Robyn (rgard26) <rgard26@eq.edu.au>
Subject: Emergency Evac and Lockdown

Peta,

I've just placed your pdf version with a more recognisable name on our intranet. I still believe it should be sent out by you and Robyn for a weeks consultation and feedback however I'm just tidying up records for audit.

Kind regards,

Glenn

Glenn Howell
Business Services Manager

gnowe3\\Ieq.edu.au
Ext 510

Upper Coomera State College
137 Reserve Road
Upper Coomera, QLD 4209
Ph: (07) 55 807 555
Fax: (07) 55 807 500

www.uppercoomerasc.eq.edu.au

UCSC

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Education Queensland International)

CRICOS Provider Code: 00608A

Queensland Government

HEMSLEY, John

From:	HOLLAND, Jess (jholl195) <jholl195@eq.edu.au>
Sent:	Friday, 21 October 2016 1:58 PM
To:	HOWELL, Glenn (ghowe31)
Subject:	RE: Emergency Lockdown & Evacuation - Proposed Checklists for Staff

I am on the secondary teaching list but not SEU

Jess Holland
Stanley Advancement Centre Teacher
Aboriginal and Torres Strait Island Program Co-ordinator P-12

Upper Coomera State College
137 Reserve Road | Upper Coomera | QLD | 4209
T 55 807 555 | F 55 807 500 | E jholl195@eq.edu.au

I acknowledge the Traditional Custodians of the land on which I work, travel and live.

Please consider the environment before printing my email

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Whilst all care has been taken, the Department of Education and the Arts disclaims all liability for loss or damage to person or property arising from this message being infected by computer virus or other contamination.

From: HOWELL, Glenn (ghowe31)
Sent: Friday, 21 October 2016 1:01 PM
To: 2340_AllStaff
Cc: GARDENER, Robyn (rgard26)
Subject: Emergency Lockdown & Evacuation - Proposed Checklists for Staff
Importance: High

Action required by all staff by 25 October, 2016

You are requested to ensure that your name is on one of the attached staff checklists.

If your name does not appear, please contact Robyn Gardener **by email** by no later than noon on 25 October, 2016 indicating your name, role and where you work on campus.

1

Kind regards,

Glenn

Glenn Howell
Business Services Manager

gnowe3h@eq.edu.au
Ext 510

Upper Coomera State College
137 Reserve Road
Upper Coomera, QLD, 4209
Ph: (07) 55 807 555
Fax: (07) 55 807 500

www.uppercoomerasc.eq.edu.au

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HEMSLEY, John

From:	HOWELL, Glenn (ghowe31) <ghowe31@eq.edu.au>
Sent:	Friday, 21 October 2016 2:02 PM
To:	HOLLAND, Jess (jholl195)
Cc:	GARDENER, Robyn (rgard26)
Subject:	RE: Emergency Lockdown & Evacuation - Proposed Checklists for Staff

Thanks Jess,

We'll switch you over to the SEU.

Kind regards,

Glenn

Glenn Howell
Business Service Manager

ghowe31@eq.edu.au
Ext 510

Upper Coomera State College
137 Reserve Road
Upper Coomera QLD 4209
Ph (07) 55 807 555
Fax (07) 55 807 500

www.uppercoomerasc.eq.edu.au

Queensland Government

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Sent: Friday, 21 October 2016 1:58 PM
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Subject: RE: Emergency Lockdown & Evacuation - Proposed Checklists for Staff

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Jess Holland
Stanley Advancement Centre Teacher
Aboriginal and Torres Strait Island Program Co-ordinator P-12

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1

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To: 2340_AllStaff
Cc: GARDENER, Robyn (rgard26)
Subject: Emergency Lockdown & Evacuation - Proposed Checklists for Staff
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You are requested to ensure that your name is on one of the attached staff checklists.

If your name does not appear, please contact Robyn Gardener **by email** by no later than noon on 25 October, 2016 indicating your name, role and where you work on campus.

Kind regards,

Glenn

Glenn Howell
Business Services Manager

ghowe31.6aq.edu.au
Ext 510

Upper Coomera State College
137 Reserve Road
Upper Coomera QLD 4209
Ph: (07) 55 807 555
Fax: (07) 55 807 500

www.uppercoomerasc.eq.edu.au

2

HEMSLEY, John

From:	HOWELL, Glenn (ghowe31) <ghowe31@eq.edu.au>
Sent:	Friday, 21 October 2016 7:30 AM
To:	PARKER, Deanne (dpark39)
Cc:	VERSTEEGEN, Peta (pvers1); GARDENER, Robyn (rgard26)
Subject:	RE: Feedback re lockdown today

Thanks De – I've logged the feedback on our WHS OneNote for action.

Kind regards,

Glenn

Glenn Howell
Business Services Manager

ghowe31@eq.edu.au
Ext 510

Upper Coomera State College
137 Reserve Road
Upper Coomera, QLD 4209
Ph: (07) 55 807 555
Fax: (07) 55 907 500

www.uppercoomerasc.eq.edu.au

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Queensland Government

From: PARKER, Deanne (dpark39)
Sent: Thursday, 20 October 2016 7:50 PM
To: HOWELL, Glenn (ghowe31) <ghowe31@eq.edu.au>; VERSTEEGEN, Peta (pvers1) <pvers1@eq.edu.au>; GARDENER, Robyn (rgard26) <rgard26@eq.edu.au>
Cc: LUIS, Hine (hluis1) <hluis1@eq.edu.au>; MUNSON, Corey (cmuns1) <cmuns1@eq.edu.au>
Subject: Feedback re lockdown today

Hi all,

Just need some clarification around the all clear for lockdown as we followed the below today

ALL CLEAR SIGNAL

- **The all-clear signal will be a TWO TONE SIREN (and accompanying PA announcement).**
- Emergency rolls are to be collected from the sub-school office.
- *Junior school: Teachers are to phone relevant Deputy Principal regarding number of students present in class:*
  - *P-3 contact 602 or if unavailable contact 620 or 630*
  - *4-6 contact 605, or if unavailable contact 620 or 630*
  - *Specialist Staff contact Junior Office on 620 or 630 with names of student in their care.*

1

- Secondary school students will report directly to their pathways class for roll mark of the emergency roll (ID Attend roll).
- Teachers with same pathways class can send student to collect ID Attend roll from central administration.
- Secondary students remain in their pathways class until the next scheduled lesson or break.

2 clarifications needed:
We heard the two tone siren no problem at all. The message to classrooms was to keep students in class until end of day (we could not hear this in junior admin but was heard in classrooms). The all clear was not a PA announcement.
Only a couple of teachers collected emergency rolls.
Not all teachers called office to advise of students present

Thanks

De Parker
Associate Principal
P-2 Teaching and Learning

dpark39@eq.edu.au
Ext 635

Upper Coomera State College
137 Reserve Road
Upper Coomera QLD 4209
Ph (07) 10 657 555
Fax (07) 55 657 500

www.uppercoomerasc.eq.edu.au

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EMERGENCY AND CRITICAL INCIDENT MANAGEMENT PLANNING POLICY

For

Upper Coomera State College

October 23, 2016 v1.1

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Upper Coomera State College

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FIRE AND EVACUATION PROCEDURES

IN THE EVENT OF A FIRE OR EVACUATION A CONTINUOUS SIREN WILL SOUND.

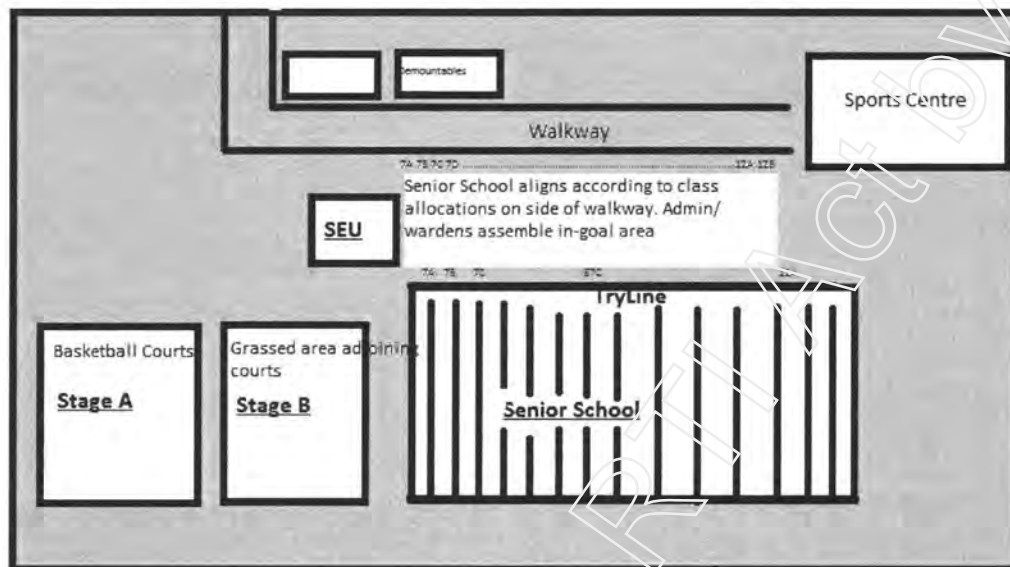IN THE EVENT OF A FIRE OR EVACUATION:

Teachers are to direct students to:

- All leave the room and supervise the walk to the meeting point via evacuation route (walk behind the group to collect stragglers moving between classes, in toilets, etc.)
- No Bags are to be taken.
- Lock doors and windows upon leaving the room *where appropriate.*

- Assemble (*see attached diagram of oval*)
    - In separate Sub-schools (Senior, Advancement, Stage B, Stage A)
    - Alphabetical order (of classes e.g. A1a, A1b, A1c...) front to back

- Collect fire/evac roll from HOY/HOD/HOC/Admin officer on oval

- Teachers need to ensure their class is in a neat line and *silent*.
    - This allows wardens to quickly and easily identify if someone is missing (from their position in front of assembly) and allow CSO's/teachers, etc to ascertain whether students have left early, on excursion or genuinely missing on campus, thus triggering a search.

- A *class must remain standing* until teacher has accounted for **every student** in that class.
    - *If there are discrepancies*
        - **Report discrepancies** to your **Sub-school Deputy Principal** (Yellow hat) immediately.
        - Return to actively supervise your home group.
    - *If there are no discrepancies:*
        - If **all students** have been accounted for, **seat your class** and report to Sub-school Deputy Principal (Yellow hat).

- Return to your class and keep them as settled as possible and wait for the Chief Warden (Red helmet) to give the ALL CLEAR.

- Teachers must be situated, where practicable, at the head of their class for the duration of the procedure.

The Chief Warden is the only person who can give the "ALL CLEAR" signal.

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- Follow Chief Wardens' instructions to dismiss students safely.
- Report any issues you encountered to the WHS officer at your earliest convenience for continual improvement in procedures.

TEACHERS:

1. Class group teachers collect rolls from **Deputy Principals/Rolls officer (Yellow Hat)** and mark accurately.
2. *Class must remain standing* until teacher has accounted for **every student** in that class.
3. Teachers need to ensure their class is in a neat line and *silent (refer to Map)*.
4. **Once all students have been accounted** for, **seat your class**, return the roll to the Deputy Principal (or delegate) and **get yourself signed off**.
5. Return to your class and keep them as settled as possible and wait for the Chief Warden (Red helmet) to give the ALL CLEAR.
6. Follow Chief Warden's instructions to dismiss students safely.

SPECIALIST STAFF:

1. Report to the **Sub-school Principal** (blue helmet) at the Meeting Point to be accounted.
2. Remain at the designated Meeting Point until given the "All Clear" by the **Chief Warden**
3. Assist in crowd control (maintaining silence and attention toward Chief Warden).

STANLEY ADVANCEMENT TEACHERS (SAC) AND CSOS:

1. Support SEU student/s to meeting points and their roll/home class.
2. Inform roll/home class teacher/s of any student whom you will be supervising in the SEU meeting area.
3. Report to SUB SCHOOL **HOSES** (green helmet) to mark themselves as present.
4. Assist with supervision of SAC students within their roll/home class or within the SEU meeting area as required.
5. Follow Chief Warden's instructions to dismiss students safely.

STUDENT WELFARE TEAM AND EQ SPECIALIST SERVICE PROVIDERS

1. Report to **HOSES** (green helmet) to mark themselves as present.

CSOS

JUNIOR SCHOOL/SENIOR SCHOOL:

1. Report to your sub school Principal (blue helmet) at the Meeting Point to be accounted
2. Return to sub-school area to assist with student supervision until Chief Warden's all clear.

OTHER CSOS:

1. Report to HR Manager/BSM at the Meeting Point (under goal posts) to be accounted
2. Assist with student supervision until Chief Warden's all clear.

VOLUNTEERS/ PARENT HELPERS/ RELIGIOUS INSTRUCTION TEACHERS/VISITORS:

1. Report to the **BSM/HR Manager** (white helmet) at the Meeting Point (under the goal posts) to be accounted.
2. Remain at the designated Meeting Point until given the "All Clear" by the **Chief Warden**

FIRE AND EVACUATION ROLES AND RESPONSIBILITIES

HOSES:

1. Don a green helmet and high visibility vest.
2. Take checklist of all SAC teaching staff, student welfare team, EQ specialist staff to meeting point (SUB SCHOOL) and check off roles.
3. Cross check with fellow HOSES to ensure all staff are accounted for.
4. Check off rolls and inform Chief Warden

HOCS/HODS:

1. Don a green helmet and high visibility vest.
2. Check designated buildings and report they are clear to Principal (Blue helmet).
3. Supervise roll marking and assist with crowd control.

DEPUTY PRINCIPALS:

1. Don a Yellow Helmet and high-visibility vests.
2. Have your checklist with you:
   a. Class lists, staff lists, TRS lists, excursion lists.

If there are no roll discrepancies

- Collect all stage rolls from home teachers when marked, tick them off your checklist, return rolls and inform the Warden (Principal – Blue Helmet) that all is clear for your stage.

If there are roll discrepancies

- Report discrepancies to the Sub School Warden (Principal – blue helmet) immediately, cross reference excursion lists, early departures, or instigate search.

WARDENS (PRINCIPALS OF SUBSCHOOLS): –

1. If the Chief Warden is away, the Senior School PRINCIPAL takes over their duties. If the Senior School Principal is away, The Junior School Principal takes over their duties, with assistance from the BSM.
2. If Deputy Principals are away, the PRINCIPAL takes over their duties also.
3. Don a blue helmet and high visibility vest for identification.
4. Report to Meeting Point with checklists.
5. Receive reports from HOCS/HODS that designated buildings have been checked.
6. Receive reports from DPs that all students and staff have been accounted for.
7. Report to Chief Warden when all accounted for.

CHIEF WARDEN / DEPUTY CHIEF WARDEN– (EXEC PRINCIPAL / PRINCIPAL/ WHSA)

(Checks 000 has been contacted or rings 000)
1. Don a red helmet and high visibility vest for identification
2. Note the time at the start of alarm.
3. Take a megaphone to assembly area and checklists.
4. Receive reports from Sub-school Wardens
5. Inform Fire Department of discrepancies/ instigate searches.
6. Tick off checklist as groups are accounted for.
7. Give ALL CLEAR when everyone has been accounted and all building reports have been made. Dismiss assembly in stages.
8. Complete an evaluation (including time taken)

When all concerned are accounted for, and/or the fire department gives the signal, the Chief Warden will give the "*ALL CLEAR*" signal to return to normal duties.

Teachers will supervise their students back to class.

Upper Coomera State College

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POSITION (Helmet Colour)	RESPONSIBILITIES and DUTIES
EXECUTIVE PRINCIPAL/ PRINCIPAL/ WHSA	• Chief Warden (Checks that 000 has been made.) • Takes checklist, megaphone, and starts timer (in the case of a drill). • Assign Principals to release students in an orderly manner once "All Clear" has been given.
Principal/Associate Principal • Junior School • Senior School	• **Sub-school Wardens - blue helmet, high visibility vest and checklist (building checks, staff, excursions, etc)** • **Receive reports from HOCS/HODS that designated buildings have been checked** • **Receive reports from DPs that all students and staff have been accounted for.** • Contact Chief Warden once sub-school all clear or instigate search with Chief wardens discretion. • Release students in an orderly manner once "All Clear" has been given from Chief Warden.
Deputy Principals (or Principal) ▪ Junior School Stage A ▪ Junior School Stage B ▪ Senior School (10, 11,12) ▪ Senior School (7, 8, 9)	• Wear **Yellow Helmet** and high visibility vest. • Take checklists classes, class teachers/ home groups and excursion lists. • Organise teachers to coordinate students into orderly lines based on Home/ class groups. • Distribute and receive completed class roles from home/class teachers. • Cross reference missing students against leaving early, SEU lists, sick bay and excursions lists. • Report to Sub-school Warden (Principal) to give all clear or advise of missing students/class teachers.
Behaviour Teacher Junior School	• Check Emu (B block – Building 11), Echidna (C block – Building 12), T2 (Building 62) T4 (Building 25), T5 (Building 22) & T6 (Building 62), E Block (Building 63), then report to Junior Principal at meeting point.
HOC Junior School	• Check Possum (H block – Building 19), Tuckshop toilets/canteen (Buildings 33,42), Sugarglider (I block – Building 20), Jabiru (D block – Building 30), Jaegar (F block – Building 35 – Upstairs from Advancement) and report to Junior School Principal at meeting point.
HOD – Junior Secondary	• Check PAC (Buildings 18, 71, 72, 73) and report to Senior School Principal at meeting point.
HOD– Senior School	• Check Staffroom One including toilets (Building 31) and then report to Senior School Principal at meeting point.
HOD – Senior School - English	• Check Staffroom Two including toilets (Building 15), then report to Senior School Principal at meeting point.
HOD – Senior School - Teaching & Learning	• Check Waters Creative Arts block (W Block – Building 34) and report to Senior School Principal at meeting point.
HOD – Science	• Check Clark Centre (Q Block – Building 28) upstairs and Senior Canteen and toilets (Building 2) report to Senior School Principal at meeting point.
HOD– IDT	• Check Bradfield Centre(R Block- Buildings 27 and area 67) and Q downstairs (Building 28) and report to Senior School Principal at meeting point

Upper Coomera State College

Learning Pathways to the Future

HOD– Arts	• Check Music Blocks including toilets and Jane Rutter (K and M Blocks - Buildings 10 and 17) and report to Senior School Principal meeting point.
HOD – IT/Business	• Check N Block (Samuel Griffiths (Building 5) including toilets/ kitchens and Fensham Toilets and report to Senior School Principal at meeting point.
HOD – Maths	• Check Fensham Building (V Block- Building 29) and report to Senior School Principal at meeting point.
HOD– Humanities	• Check Jakaara (J Block- Building 13) Studies block and Jakarra toilets (Building 14) and report to Senior School Principal at meeting point.
HOD - - - Library	• Clear Library (Block L – Cowan Information Centre) including store rooms and toilets (Building 8) report to Senior School Principal. • Lock library and report to Chief Warden to give building all clear.
HOD Senior School - HPE	• Check Sports Centre including toilets (Building 16) and T7 (Building 59) and report to Senior School Principal at meeting point.
HOSES – Advancement Centre Junior HOSES Senior HOSES	• Don a green helmet and high visibility vest. • Take checklist of all SEU staff and CSOs for sub-school. • SENIOR HOSES Take SEU register of all visitors, volunteers and casuals and give to BSM. • SENIOR HOSES Check off student welfare team • Report to Chief Warden when all sub-school teaching staff and CSOs are accounted for.
TA4 - Advancement	• Check Advancement Building including toilets and playgrounds (Building 46) and report to Chief Warden that building is all clear. Report to Senior HOSES to be accounted for.
Special Education Staff	• Support SEU student/s to designated meeting place Junior/Senior • All SEU teachers need to be accounted for by Sub School HOSES (green helmet), who will then inform Chief Warden.

BSM	- White Helmet and high visibility vest - Co—ordinate with emergency services on arrival. - Stand in front of goal post on northern side of oval to mark off visitors, volunteers and casuals (refer HR manager role re accounting for non teaching staff not covered under teaching reporting lines) - Report to Chief Warden that your non teaching staff/visitors/volunteers/casuals are accounted for (HR Manager will advise you of all clear for Central Administration Building and role marking status of non teaching staff) - Report any discrepancies to the Chief Warden. - Collect visitors, volunteers and casuals register(s)
IT Dept.	- Collect previous nights back up from server. - Report to HR Manager to be accounted for.
HR Manager	- White Helmet and high visibility vest - Gather all non teaching staff lists and regional office (excluding CSOs reporting under their educational line) - Stand in front of goal post on northern side of oval and mark off all non teaching staff - Report any discrepencies to the BSM.
WH&S Adviser based in Central Admin	- Check Central Administration building is all clear and close doors to individual offices once checked. - Assist with the evacuation and co-ordination of Senior School evacuation.
WH&S Advisor for Junior Admin	Assist with the evacuation and co-ordination of Junior School evacuation.
Finance Supervisor/Manager	Ensure all tills are LOCKED before leaving the building
Canteen Manager/Coordinator	- Turn off all cooking equipment. - Ensure all tills in both Senior and Junior Canteen are LOCKED before leaving the building. - Take Canteen register of all visitors, volunteers and casuals and give to BSM for checking off. - Report to HR Manager to be accounted for.
Uniform Shop Manager/Coordinator	- Ensure all tills in the Uniform Shop are LOCKED before leaving the building - Report to HR Manager to be accounted for.
Central Administration Front Counter Officers	- Parent Counter Administration Officer: - Inform any visitors that are in the Central Administration foyer or occupying the Conference room that there is an emergency evacuation and request them to quickly but calmly leave the building and congregate at the front entrance to the school grounds (Reserve Road Main Entrance) - Lock front doors to Central Admin - Collect sign in, sign out books and hand to BSM, whist advising you are accounted for. - Go to the Reserve Road Main Entrance (as per any visitors as outlined above) and await all clear. - Student Counter Administration Officer:

	• Collect sick bay roll, supervise sick students to the meeting point and direct them to their form/home groups. • Gather one first aid kit (including Epi Pens etc) and take with you to the non teaching staff meeting point • Proceed to non teaching staff meeting point on the northern side of the oval • At the end of the evacuation, advise the Parent Counter AO at the Gate 2 entrance
Junior Administration Officers (front counter)	Parent Counter Administration Officer: • Collect visitors, volunteers and casuals register(s) and give to AO • Inform any visitors that are in the Junior Administration building that there is an emergency evacuation and request them to quickly but calmly leave the building and congregate in the car park at the front entrance to the junior school grounds (Gate 3) • Advise Student Counter AO that you are safe and going to the car park at the front entrance to the junior school grounds, Gate 3 (as per any visitors as outlined above) Student Counter Administration Officer • Collect sick bay roll, supervise sick students to the meeting point and direct them to their form/home groups. • Collect visitors, volunteers and casuals register(s) and give to BSM for marking off • Gather one first aid kit (including Epi Pens etc) and take with you to the non teaching staff meeting point • Proceed to non teaching staff meeting point at the goal posts on the northern side of the oval (remembering to advise HR Mgr that the Parent Counter AO is safe and at Gate 2. • At the end of the evacuation, advise the Parent Counter AO from the Gate 3 entrance.

Upper Coomera State College

Learning Pathways to the Future

Student Services Officer	• Collect excursion lists, form rolls and hand out to senior staff from Chief Warden position in front of assembly area. • Disperse rolls and collect rolls • Work with Deputy Principals to assist with checklists of staff and student accountability
	• Collect rolls, leaving early book, excursion lists, and lock Central Administration block. • Take Home Group rolls to meeting point • Work with Deputy Principals to assist with checklists of staff and student accountability
Junior School	• Collect leaving early book, excursion lists, (refer Junior AO's above) and lock Chisholm Administration block. • (refer Junior AO's above)Take Home Group rolls to meeting point • Work with Deputy Principals to assist with checklists of staff and student accountability
Workplace Health & Safety Officer	• Work with the Chief Warden for an "ALL CLEAR"
Facilities Officers	• Lock facilities/grounds sheds • Facilities Manager to Gate 1 (sports centre main gate) to stop entering traffic other than emergency vehicles, and Groundsman or other Facilities Officer to Gate 4 Chisholm Carpark. • Groundsman or Facilities officer to meet HR Mgr at the goal posts on the Northern side of the oval and inform of HR Manager that all Facilities staff are accounted for.
Cleaners	• Lock away any equipment/consumables in cleaners cupboards if it is safe to do so • Proceed to non teaching staff meeting point at the goal posts on the norther side of the oval
Specialist Staff	• Report to the Sub-school Principal (blue helmet) at the Meeting Point to be accounted. • Remain at the designated Meeting Point until given the "All Clear" by the **Chief Warden** • Assist in crowd control (maintaining silence and attention toward Chief Warden).
CSO's	• If on class, assist with the supervision of the class to the Meeting Point • Report to your sub school Principal (blue helmet) or HR Manager (white helmet) to be accounted for. • Return to Sub-School area, to assist in crowd control until given "All Clear" by the Chief Warden.

All non teaching staff, visitors, contractors, volunteers and casuals	• Proceed to non teaching staff meeting point (goal posts on the northern side of the oval) where you will be marked off one of the following roles as appropriate:
	   • Non teaching staff
	   • Visitors, volunteers, casuals

Teaching Staff	• Class group teachers collect rolls from Deputy Principals/Rolls officer (Yellow Hat) and mark accurately. • ***Class must remain standing until teacher has accounted for every student in that class.*** • Teachers need to ensure their class is in a neat line and *silent (refer to Map)*.

	Once all students have been accounted for, **seat your class**, return the roll to the Deputy Principal (or delegate) and **get yourself signed off**. - Return to your class and keep them as settled as possible and wait for the Chief Warden (Red helmet) to give the ALL CLEAR. - Follow Chief Wardens' instructions to dismiss students safely.

Upper Coomera State College
Fire and Evacuation Procedures

RESPONSIBILITIES TO BE CARRIED OUT BY THE

CHIEF WARDEN

☑ Upon notification of a fire or need for evacuation, sound the alarm and ring 000 (if not a drill)

☑ Collect loud haler, Red helmet, vest and school phone

☑ Stand visibly at meeting point

☑ Using loud haler to keep students calm and quietly seated

☑ Collect rolls from Stage Wardens when completed and mark off checklist to ensure that all stages are "Clear" – see attached

☑ Roll discrepancies will be reported to you by the Stage Wardens – check leaving early book and sick bay book – held by Administration Officers

☑ Complete checklist as allocated staff report to you – see attached

☑ Inform the Fire Department immediately if anyone is not accounted for

☑ Give the "All Clear" signal when safe to return to rooms and instruct staff to supervise students back to class

No one is to move until the Chief Warden signals "All Clear"

PRINCIPAL - SENIOR SCHOOL
☑ Assume responsibility of Chief Warden if the Executive Principal is not in the college

BSM
☑ Assume responsibility of Chief Warden if the Executive Principal and Principal of Senior School are not in the college

Upper Coomera State College

Learning Pathways to the Future

Chief Warden Checklist

☐ Have Red Helmet, High visibility vest, loudspeaker and checklists

☐ Start the stopwatch (in the case of a drill)

☐ **BSM**
- ☐ Non teaching staff
- ☐ Visitors / Casuals / Volunteers
- ☐ Canteen x 2, uniform shop - locking of tills
- ☐ Central Administration Building

☐ **SUB-SCHOOL WARDENS (Principals, HOSES)**
- o **All BUILDINGS clear**
  - ☐ Junior School
  - ☐ Secondary School
  - ☐ Stanley Advancement Centre
  - ☐ Information Services Centre
  - ☐ Sports Centre
- o **All STAFF accounted**
  - ☐ Junior School
  - ☐ Secondary School
  - ☐ Stanley Advancement Centre
- o **All STUDENTS accounted**
  - ☐ Junior School
  - ☐ Secondary School
  - ☐ Stanley Advancement Centre

☐ NOTIFY FIRE DEPARTMENT OF MISSING STUDENTS/STAFF IN THE EVENT OF REAL FIRE.

☐ Stop the stopwatch when all accounted.

When all boxes are ticked, address the assembly and coordinate ALL CLEAR – Return to class in an safe, orderly manner.

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STAGE WARDENS (Principals/Deputy) Checklist

JUNIOR

☐ PREP A	☐ 1A	☐ 2A	☐ 3A	☐ 4A	☐ 5A	☐ 6A
☐ PREP B	☐ 1B	☐ 2B	☐ 3B	☐ 4B	☐ 5B	☐ 6B
☐ PREP C	☐ 1C	☐ 2C	☐ 3C	☐ 4C	☐ 5C	☐ 6C
☐ PREP D	☐ 1D	☐ 2D	☐ 3D	☐ 4D	☐ 5D	☐ 6D
☐ PREP E	☐ 1E	☐ 2E	☐ 3E	☐ 4E	☐ 5E	☐ 6E
	☐ 1F		☐ 3F			

☐ All classes are accounted for.

☐ All Junior Buildings are clear (as below)

Surname	First Name	Building Number	Evac Building Checks	Toilets/Canteen
Bailey	Nigel	11, 12, 62, 25, 22, 62, 63	B, C, T2, T4, T5, T6, E	
McCabe	Andrew	19, 33, 42, 20, 30, 33, 35, 42	H, Chisholm Canteen, I, D F	Chisholm Toilets

☐ All staff are accounted for as per the following page.

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Upper Coomera State College

Learning Pathways to the Future

Upper Coomera State College Junior Staff Check List

Activity Name: Fire and Emergency Evacuation or Lockdown

Date of Activity: _____ List current as at: 14-October-2016

Family Name	Given Name	Sighted	Family Name	Given Name	Sighted
Bailey	Nigel		Maher	Craig	
Barnes	Louise		Margetts	April	
Beaton	Sarah		Marriott	Emily	
Beevers	Carly		Masters	Carol	
Beresford	Bo		McCabe	Andrew	
Brightwell	Michael		McCartan	Ann	
Brittain	Donna		McKenna	Simone	
Caltabiano	Annette		McRae	Rachel	
Carey	Leigh		Misa	Stacey	
Chapman	Ruth		Moore	Helen	
Clunes	Julie		Morgenstern	Katie	
Course	Elisha		Murrell	Kate	
Danieluk	Pamela		Myatt	Brenton	
Dau	Cassandra		Nicholson	Nicola	
Dodd	Codi		Nogler	Debbie	
Doolan	Billie-Jo		O'Brien	Jodie	
Favaloro	Trish		Parker	De	
Fechner	Pauline		Pittard	Joanna	
France	Angela		Randall	Anne	
Gane	Col		Risson	Melina	
Gleeson	Barbara		Rowe	Rebecca	
Goldner	Nicole		Semple	Monique	
Grant	Jessica		Slinger	Daryl	
Hayes	Jessica		Smyth	Frances	
Heaton	David		Stefanac	Jason	
Holland	Matt		Stevens	Sonya	
Horvath	Ashlee		Taylor	Renee	
Howell	Annette		Te Ture	Raina	
Hume	Michael		Troy	Clare	
Jefferies	Erin		Tucker	Crystal	
Johnstone	Scott		Versteegen	Peta	
Jones	Nicole		Watson	Natalie	
Keech	Dawn		Watson	Salene	
Kerrisk	Dwayne		Westra Van Holthe	Melissa	
Khan	Khadijah		White-Long	Shannon	
King	Hayley		Williams	Narelle	
Laird	Jodie		Williams	Tracey	
Lewerissa	Hank		Wilson	Casey	
Madden	Kristy		Woods	Sally	

☐ Additional staff are accounted for.

Please return to Chief Warden when completed

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STAGE WARDENS (Principals/Deputy) Checklist

SENIOR

☐ All **STUDENTS** accounted for – insert class names

☐ **All Buildings are clear (as below)**

Surname	First Name	Building Number	Building Name	HOD Department	Evac Building Checks	Toilets/Canteen
Coombes	Angela	2 & 28U	Clark Centre	Science	Q Upstairs	Senior Canteen Toilets
Dean	Rohan	5	Samuel Griffiths	IT and Business	N	Fensham & N Block Toilets
Girle	Tonya	29	Fensham Senior	Maths	V	
Higgins	Tamara	13 & 14	Jakarra	Humanities	J	Jakarra Toilets
Hughes	Nicole	10 & 17	Music & Jane Rutter	Arts	M & K	Music Toilets
Hutchins	Robyn	34	Walters Creative Arts	Teaching and Learning	W	
Lewis	Jacqueline	8	Cowan Centre	Library	L	Library Toilets
Nichols	Camilla	16 & 59	Sports Centre	HPE	S & T7	Sports Centre Toilets
Peel	Allison	18, 71,72,73	PAC	Junior Secondary	P	
Shonhan	Nathan	31	Staffroom 1	Senior Secondary	SS1	Staffroom 1 Toilets
White	Heath	27, 67 28D	IDT	IDT	R & Q Downstairs	
Whitsed	Heidi	15	Staffroom 2	English	SS2	Staffroom 2 Toilets

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Upper Coomera State College

Learning Pathways to the Future

☐ **All staff are accounted for as per the following page.**

Upper Coomera State College Secondary Staff Check List

Activity Name: Fire and Emergency Evacuation or Lockdown
Date of Activity: _____   List current as at: 14-October-2016

Family Name	Given Name	Sighted	Family Name	Given Name	Sighted
Adamson	Rosalie		Kilvington	Stephen	
Alidenes	Nick		Lewis	Clint	
Arnull	Brett		Lewis	Jacqueline	
Arthur	Christine		Lister	Alana	
Ashworth	Rachael		McDaniel	Richard	
Baldwin	Danielle		McGee	Ethan	
Bastijanic	Jelena		McKercher	Sherry	
Bavinton	Doug		McVarnock	Julie	
Bennett	Megan		Mitchell	Annelise	
Best	Rachel		Mitchell	Jayne	
Bowers	Robert		Murphy	Collette	
Bray	Jonathan		Newell	Michael	
Brown	Robert		Nichols	Camilla	
Butler	Adam		Owens	Adam	
Butler	Sean		Pedersen	Sara	
Capra	Chris		Peel	Allison	
Cardon Smith	Natalya		Pigott	Mathew	
Christie	Laura		Powell	Thomas	
Coleman	Wendy		Previte	Cathy	
Connelly	Amy		Psirris	Angelique	
Coombes	Angela		Puddey	Beth	
Croft	Raylee		Rambold	Michael	
Crompton	Jenna		Raven	Matt	
Cullen	Julia		Reuther	Stephen	
Dandy	Natarsha		Richards	Patricia	
Dean	Rohan		Ryan	Katrina	
Del Prado	Stephen		Sampson	Melissa	
Donaldson	Nancy		Schram	Katie	
Elkayam	Rebecca		Searle	Martin	
Ferreira	Amanda		Shonhan	Nathan	
Flavin	Jessica		Smith	Jacob	
Fox	Sarah		Sochanik	Paul	
Fuller	Guy		Somerville	Tracey	
Garget	Casey		Sullivan	John	
Girle	Tonya		Summers	Anthony	
Gurney	Kylie		Taylor	Simon	
Gustavson	Lyndal		Teelow	Scott	
Hawkins	Robert		Tobin	Yanna	
Hemmings	Felicity		Truss-Michaelis	Gary	
Hendrickson	Brett		Turner	Jennifer	
Higgins	Tamara		Vellozzi	Frank	
Hodgess	Kathryn		Ward	Anne	
Holland	Jess		Wecker	Kelsey	
Horne	Alison		White	Heath	
Horne	Nicholl		Whitney	Koda	
Hughes	Niccia		Whitney	Rebecca	
Hurinui	Roslyn		Whitsed	Heidi	
Hutchins	Robyn		Williams	Bridget	
Jackson	Jon		Winton	Michelle	
Jones	Michael		Wong-See	Anthony	
Kang	Jin		Woods	Zane	
Kennedy	Therese				

Completed Attendance Lists are to be returned to Central Administration

STAGE WARDENS (Principals/Deputy) Checklist

HOSES

- ☐ Your sub-school staff are accounted for:
- ☐ Cross check with other HOSES and report to Chief Warden.

Upper Coomera State College SEU Staff Check List

Activity Name: Fire and Emergency Evacuation or Lockdown
Date of Activity: List current as at: 14-October-2016

Family Name	Given Name	Sighted	Family Name	Given Name	Sighted
Arnott	Elly				
Arthy	Thea-Maree				
Bailey	Lynda				
Bloomfield	Russell				
Brock	Julie				
Byrne	Pru				
Callebaut	Katrina				
Canning	Lisa				
Chandan Ram	Saiurie				
Davis-Davenport	Kylie				
Den Hollander	Christina				
Doherty	Jennifer				
Dunrobin	Dallas				
Garside	Fiona				
Gifford	Lynda				
Gordon	David				
Harris	Carol				
Hawley	Rhonda				
Holloway	Sally				
Kinsella	Noemi				
Luckman	Jo-Ann				
Martin	Vanessa				
McKenzie	Jenean				
McLennan	Sarah				
Michael	Diane				
Mitchels	Jodie				
Pavic	Renee				
Petersen	Kiley				
Price	Linda				
Roberts	Hugh				
Sathiaseelan	Susan				
Senior	Ros				
Sheppard	Chantelle				
Smith	Matthew				
Sutcliffe	Jerushka				
Sutton	Lisa				
Swift	Susan				
Telford	Janine				
Tuhoro	Tracey				
Turner	Kiri				
Turner	Lanya				
Turpeinen	Birdie				
Vellozzi	Sandra				
Weeks	Kelli				
Williams	Bao		Confirm to Chief Warden that all staff		
Wilson	Lisa		accounted for and that the Special Education		
Worrall	Natasha		Building has been checked to be unoccupied.		
Yavuzer	Suellen				

Completed Attendance Lists are to be returned to Central Administration

Upper Coomera State College

Learning Pathways to the Future

HR MANAGER Checklist

☐ All staff are accounted for.
☐ Inform BSM.

Upper Coomera State College Non Teaching Staff Check List

Activity Name: Fire and Emergency Evacuation or Lockdown
Date of Activity: _____   **List current as at:** 14-October-2016

Family Name	Given Name	Sighted	Family Name	Given Name	Sighted
Adaway	Shelley		Marmo	Wayne	
Avern	Timothy		Mason	Suzanne	
Barrett	Wendy		McHugh	Jane	
Baxter	Stephen		Megee	Tania	
Bennett	Amanda		Moore	Robyn	
Bennett	Samantha		Muir	Marilyn	
Brinsdon	Nicola		Murphy	Gerard	
Cali	Alfio		Opie	Colin	
Campbell	Geoff		Ormesher	Brooke	
Cassidy	Natalie		Painter	Debra	
Corr-Clements	Laura		Penellum	Susan	
Corr-Clements	Thomas		Price	Rose	
Davies	Lynn		Redler	Chris	
Di Stasi	Natasha		Reid	Carlea	
Dickson	Kellie		Ross	Jeffrey	
Downing	Gary		Rowe	Jannah	
Dunn	Tracey		Samaszia	Constance	
Farr-Wharton	Aeden		Sawyer	Kath	
Fisher	Sandra		Scheerie	Randal	
Fitter	Guy		Sivilay	Kelly	
Gardener	Robyn		Stafford	Deborah	
Gombos	Adela		Stanley	Matt	
Haidley	Karen		Tetlow	Hayley	
Hanley	Leanne		Tetlow	Jeffrey	
Heaton	Loretta		Tetlow	Lynda	
Hellou	Chee		Thompson	Hollie	
Henttonen	Wendy		Thurtell	Noel	
Irwin	Andrea		Tierney	Ian	
Iszlai	Agota		Tierney	Sam	
Jopson	Deborah		Trewin	Kaaren	
Kent	Shelley		Tuibua	Amenatave	
Kingston	David		Turnbull	Marley	
Koplick	Tracy		Turner	Mark	
Krause	Jamie		Weeden	Laurie	
Lavagna-Slater	Joanne		Wihongi	Chantelle	
Lee	Cassandra				
Luders	Pamela				
Marmo	Diane				

Completed Attendance Lists are to be returned to Central Administration

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BSM Checklist

- ☐ Co-ordinate Emergencies Services
- ☐ Non-teaching staff (list from HR Manager) are accounted for.
- ☐ Visitors and Casuals are accounted for.
- ☐ Report to Chief Warden

Upper Coomera State College
Fire and Evacuation Procedures
<u>RESPONSIBILITIES TO BE CARRIED OUT BY THE</u>

<u>TEACHER.</u>

Ensure students

- ☑ Stand up quietly and line up at the door - leave all personal equipment
- ☑ Walk quickly and quietly to the home group on the oval
- ☑ Teachers need to ensure their class is in a neat line and <u>*silent*</u> *(refer to Map)*. Youngest grades at halfway of oval, in alphabetical order of classes.
- ☑ Teachers collect rolls from Deputy Principals/Rolls officer (Yellow Hat) and mark accurately.

- ☑ <u>*Class must remain standing*</u> until teacher has accounted for **every student** in that class.

- ☑ **Once all students have been accounted** for (only students who are present **in front of you), seat your class,** return the roll to the Principal (or delegate) and **get yourself signed off**.

- ☑ Return to your class and keep them as settled as possible and wait for the Chief Warden (Red helmet) to give the ALL CLEAR.

- ☑ Follow Chief Wardens' instructions to dismiss students safely

<u>If there are discrepancies with the roll</u>

- ☑ Report discrepancy immediately to your Warden (Deputy Principal)
- ☑ Actively supervise your class, ensuring they remain standing (& quiet), until given further instructions

If possible
- ☑ Take class roll to meeting point
- ☑ Lock doors and windows upon leaving the room

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Upper Coomera State College

Fire and Evacuation Procedures

RESPONSIBILITIES TO BE CARRIED OUT BY

SPECIALIST TEACHERS

If you have a class

- ☑ Supervise class to their home group on the oval, wait with them until their home teacher arrives

- ☑ Report to the Principal (Blue Helmet) at the meeting point to be accounted for

- ☑ Remain at the meeting point until given the "All clear" by the Chief Warden

If you do not have a class

- ☑ Check buildings are clear if you are in them

- ☑ Report to the Principal (Blue Helmet) at the meeting point to be accounted for

- ☑ Remain at the meeting point until given the "All clear" by the Chief Warden

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Upper Coomera State College
Learning Pathways to the Future

Emergency Evacuation Map

LOCATE YOUR SAFEST ROUTE TO THE SPORTS OVAL WHICH DOES NOT GO BENEATH OR THROUGH BUILDINGS. IF IN DOUBT, HEAD TO THE NEAREST FENCE AND WALK AROUND CAMPUS

EVACUATION MAP

EMERGENCY EVACUATION ASSEMBLY AREA

Upper Coomera State College (2340)

Ref_No	New_FLC	Local_Name
01	2340-S0EAA	EXECUTIVE ADMIN
02	2340-S0SS	SENIOR SCHOOL CANTEEN
03	2340-SBUBB	W BLOCK NUMBER 3 JRS
04	2340-S00FF	FACILITIES MANAGEMENT
05	2340-S0K0N	R BLOCK A
06	2340-S00AA	J/WW ADMIN
07	2340-S0GG2	ZG BLOCK
08	2340-S0V#_	V BLOCK
10	2340-S0L0N	Z BLOCK K
11	2340-S000B	R BLOCK
12	2340-S02KC	C BLOCK
13	2340-S00PAJ	J BLOCK
14	2340-S0R0V	TOILETS - JAKHARA
10	2340-S0V0V	MIDDLE STAFF CENTRE
16	2340-S000S	SPORTS CENTRE
17	2340-S000M	M BLOCK
19	2340-S000P	P BLOCK
19	2340-S000H	H BLOCK
20	2340-S00II	I BLOCK
21	2340-S00TS	TRANSPORTABLE 6
22	2340-S0T020	TRANSPORTABLE 2
24	2340-S00T4	TRANSPORTABLE 4

Ref_No	New_FLC	Local_Name
25	2340-S00T9	TRANSPORTABLE 9
26	2340-S000R	R BLOCK
25	2340-S00IQ	Q BLOCK
29	2340-S000V	V BLOCK
30	2340-S000D	D BLOCK
31	2340-S00FS	SENIOR STAFF CENTRE
32	2340-SSHE2	SHED-PREP
33	2340-S0JSC	JUNIOR SCHOOL CANTEEN
34	2340-S000W	W BLOCK
35	2340-S000F	F BLOCK
38	2340-SECH1	ECHIDNA U/COVER AREA
41	2340-S0WAM	W BLOCK AMENITIES
42	2340-S00CC	CHISHOLM COURT
43	2340-GCOJR	BASKETBALL COURTS
44	2340-G0VAM	OVAL MIDDLE SCHOOL
45	2340-SSHE3	FUEL SHED
46	2340-S000G	G BLOCK
47	2340-SSHE3	SHED - STORAGE
48	2340-SH011	SHED
50	2340-S00TS	TRANSPORTABLE 8
51	2340-G0COV	COVERED AREA SET DOWN
53	2340-S0MAM	MUSIC AMENITIES

Ref_No	New_FLC	Local_Name
54	2340-SSHE1	SHED -PREP STORAGE
55	2340-S0BIN	RUBBISH BIN AREA
56	2340-Q2S0A	PREP SHADE STRUCTURE 56
59	2340-S00T7	TRANSPORTABLE 7
61	2340-SCOVV	COVERED AREA - OVAL
62	2340-S00TS	TRANSPORTABLE 6
63	2340-S000E	E BLOCK
64	2340-SE00N	UNDERCOVER AREA-E BLOCK
65	2340-SCOVR	COVERED AREA - PLAY (JNR)
66	2340-SSHE8	SHED-FIRE PUMP
67	2340-S0RUC	R BLOCK UNDERCOVER AREA 67
68	2340-GNETS	CRICKET NETS
69	2340-GLONG	LONG JUMP PIT
70	2340-G0BUS	BUS ZONE-SET DOWN AREA
71	2340-SP021	PROP STORAGE SHED
72	2340-SP019	STORE 2
73	2340-SP020	STORE 3
76	2340-GSHAE	SHADE SAIL - PREP
75	2340-SCOVL	COVERED AREA LIBRARY
76	2340-SSH07	PUMP SHED OVAL
77	2340-SPIZA	PIAZZA-PARTIALLY COVERED
78	2340-SSHE4	SHED-STORAGE

Data Updated by DET - PAMS Team: 30 Nov 2015 // Images supplied by DNRM under SISP Licence

UPPER COOMERA STATE COLLEGE

LOCKDOWN PROCEDURES

LOCKDOWN PROCEDURES WILL BE ACTIONED WITH THE SIGNALLING OF AN

INTERMITTENT SIREN

There are some emergent situations that require staff and students to either retreat or stay indoors. These situations include such threats from:

- Dangerous persons;
- Toxic spill (chemical truck accident in vicinity of school);
- Livestock running loose; and
- Bad weather

In the event that all children must return to, or remain in their classrooms, the following procedures will be followed.

ADMINISTRATION STAFF ACTIVATE ALARM

Intermittent siren will be activated from Central Admin in identification of threat on the campus. ID Attend rolls will be printed in anticipation of ALL CLEAR. Non-contact staff and visitor rolls generated.

NOTIFY POLICE

Advise police immediately of the situation. Try to provide them with as much information as possible, for example:

- time of incident
- nature of occurrence
- details of the offender and if the offender is armed
- type of weapon

ON HEARING THE ALARM

CLASSROOM TEACHERS

- All children are to return quickly and quietly to their classroom or nearest building containing College Staff.
- Teachers / staff must lock all doors and windows, and turn off classroom lights.
- Children must sit on the floor below window level. Teacher may utilise withdrawal rooms, storage rooms and passageways at their discretion.
- Do not walk around, remain on the floor.
- No one is to leave the room for any reason.
- Monitor phones for classroom messages.
- When situation is resolved, the ALL CLEAR will be rung to indicate "ALL CLEAR" Two tone alarm with an accompanying PA announcement.

SPECIALIST TEACHERS

- Children attending specialist lessons will remain with the Specialist Teacher and follow classroom procedures.
- The HPE teacher will use discretion to return to the nearest classroom or building.

CSOs

- All teacher aides will remain with the classroom teacher and follow class procedures.
- If in the grounds, proceed to the nearest classroom.
- If in the administration building, proceed to the hallway outside the Conference Room, lock all doors and windows and turn off lights.

CANTEEN STAFF

- The canteen workers will lock all windows and doors.
- All workers will remain in the canteen until the all clear is given.
- When all clear is given, roll marking is to occur. Refer to section below "Roll Marking of Non Teaching Staff after all clear".

JANITOR AND GROUNDSMAN

- Check toilets. If students are there, accompany them to nearest building.

ADMINISTRATION OFFICERS

- Lock all office windows and doors and turn off lights.
- Junior School Administration officers to contact Kindy to notify of lockdown situation.

ALL CLEAR SIGNAL

The all-clear signal will be a TWO TONE SIREN (and accompanying PA announcement). Emergency rolls are to be collected from the sub-school office.

Junior school Teachers

- phone relevant Deputy Principal regarding number of students present in class:
- P-2 contact 602 or if unavailable contact 620 or 630
- 3-6 contact 605, or if unavailable contact 620 or 630

Specialist Junior Staff

- Contact Junior Office on 620 or 630 with names of student in their care.
- Contact Junior Office on 620 or 630 to report yourself as accounted for.

Secondary School teachers

- Secondary school students will remain within their current class and a roll will be marked within this period.
- Teachers with same pathways class can send student to collect ID Attend roll from central administration.

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Specialist Senior Staff

- Contact DP with names of student in their care.
- Contact DP to report yourself as accounted for.

TEACHERS ON NON CONTACT TIME

- After all clear, if teachers have no pathways class, please phone your administration to be marked off the non-contact teaching list.

VARIATION FOR BREAK TIMES/ BEFORE SCHOOL/ AFTER SCHOOL

ON HEARING THE LOCKDOWN SIGNAL

- All children are to move quickly and quietly to their nearest room or building, containing college staff e.g. staffroom, office, canteen, ISC, Advancement centre.
- Teachers / staff must lock all doors and windows, and turn off classroom lights.
- Children must sit on the floor below window level. Teacher may utilise withdrawal rooms, storage rooms and passageways at their discretion.
- Do not walk around, remain on the floor.
- No one is to leave the room for any reason.

ALL CLEAR SIGNAL

- The all-clear signal will be the TWO TONE Alarm FOLLOWED by a PA Announcement
- Emergency rolls are to be collected from the sub-school office.
- Junior school students will return to their normal classroom and the teacher will complete the emergency (ID Attend) roll and return to the office.
- Secondary school students will report directly to their pathways class for roll mark of the emergency roll (ID Attend copy).
- Secondary students remain in their pathways class until the next scheduled lesson or break.

DEPARTMENT OF EDUCATION, TRAINING AND EMPLOYMENT   EMERGENCY MANAGEMENT

Accident / Injury

September 2012

Immediate Action

- Assess the situation and the condition of the person(s); i.e. broken bones/burns/ possible internal or spinal damage/serious lacerations/sudden illness.
- Assess the safety needs of the group and the situation – safety, injuries, environment, and condition of party
- Attend to injured person(s) – administer first aid as necessary, following basic casualty care practices, (avoid contact with blood or other body fluids by using protective gloves) and make them as comfortable as possible.

Call for assistance

- Contact appropriate emergency services by telephoning triple zero (000)

Ensure the Safety of the rest of the group

- Ensure everyone is safe and encourage them to remain calm.
- Remove/isolate group from incident site.
- Establish adequate shelter if required and meet the needs of the people involved.
- Provide assistance to those people who require it and decide on a strategy for looking after person(s) until outside help arrives.

Call together the site's emergency response team to implement emergency procedures

- Assemble and record all site personnel.
- Determine missing persons and report to emergency service personnel.
- Contact injured person(s) family/parents.

Follow up action

- Notify relevant stakeholders.
- Inform the Principal if injury occurs off site.
- Notify parents/carers/next of kin.
- Inform the Regional Director if required
- Refer media to Regional Director

Documentation

Complete the relevant report available from https://myhr-whs.deta.qld.gov.au

Recovery

- Review of processes, debriefing and memorials (if necessary).
- Seek support from School Guidance Officers and Employee Advisors as appropriate: http://education.qld.gov.au/health/contacts/contacts-ea.html

Skin Puncture
Immediate action
- Attend to injured person

Police, Fire, Ambulance

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DEPARTMENT OF EDUCATION, TRAINING AND EMPLOYMENT

Accident / Injury
Continued

- Determine what has caused the injury, i.e. needles, syringes, sharp objects, glass.
- Apply first aid and have the person(s) attended to by a medical professional immediately (avoid contact with blood and other body fluids by using protective gloves).
- Prevent "unqualified" people e.g. students from touching or picking up "contaminated" needles, syringes, and sharp objects.

Ensure the safety of the rest of group

- Isolate the site at which the incident has occurred and remove witnesses to a safe and secure location.
- Ensure Standard Precautions for the prevention of disease transmission are facilitated and maintained

Standard precautions include:

- Good hygiene practices, including hand washing
- Use of personal protective equipment (PPE)
- Appropriate handling and disposal of sharps and other infectious waste and
- Appropriate cleaning and disinfection of contaminated items

Follow up action

- Notify relevant stakeholders.
- Advise parents/carers/next of kin.
- Police/security patrols if evidence of illegal drugs on DETE property.

Documentation

- Follow procedures for Managing a Needle Stick Injury.
- Complete the relevant report available from https://myhr-whs.deta.qld.gov.au

Recovery

- Debriefing and review of processes.

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Police, Fire, Ambulance

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DEPARTMENT OF EDUCATION, TRAINING AND EMPLOYMENT — EMERGENCY MANAGEMENT

Assault

September 2012

What is an Assault?

A person who strikes, touches, or moves, or otherwise applies force of any kind to, the person of another, either directly or indirectly, without the other person's consent, or with the other person's consent if this consent is obtained by fraud, or who by any bodily act or gesture attempts or threatens to apply force of any kind to the person of another without the other person's consent, under such circumstances that the person making the attempt or threat has actually or apparently a present ability to effect the person's purpose, is said to assault that other person, and the act is called an assault.

Additionally, all State criminal codes have further definitions of actions that may constitute an assault, such as causing physical discomfort by the use of: heat, light, electrical force, and odorous gases.

Immediate Action

- Assess the situation and remain calm.
- Take no action that will provoke the situation, where necessary (and possible) call for assistance (Police if necessary).
- Take appropriate action to prevent injury if safe to do so.

Call for assistance

- Inform the Principal/Institute Director
- Contact appropriate emergency services by telephoning triple zero (**000**).
- By reporting the assault to police you are providing details of what happened during your assault and requesting the police to investigate the matter. This is called making a complaint and you are referred to as the 'complainant.'

Ensure the Safety of the rest of the group

- Ensure everyone is safe and encourage them to remain calm.

Attend to injured person

- Assist the victim(s) (if applicable) without endangering yourself or other people.

Follow up action

- Inform parents/carers/next of kin and Education Queensland International if required
- Notify relevant stakeholders
- Report the incident to the Regional/Institute Director if required (refer media to Regional/Institute Director).
- Offer counselling.
- Consult with behaviour management coordinator (if necessary)

Documentation

Complete the relevant report available from https://myhr-whs.deta.qld.gov.au

Recovery

- Review of processes, debriefing.
- Seek support from School Guidance Officers and Employee Advisors as appropriate: http://education.qld.gov.au/health/contacts/contacts-ea.html

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DEPARTMENT OF EDUCATION, TRAINING AND EMPLOYMENT   EMERGENCY MANAGEMENT

Bomb Threat / Suspicious Mail

September 2013

1. What defines a Bomb Threat?

A bomb threat is generally defined as a threat, usually verbal or written, to detonate an explosive or incendiary device to cause property damage, death, or injuries, whether or not such a device actually exists. Typically delivered by telephone, or other telecommunication means, the great majority of such threats are sociopathic behavior[citation needed], intended to cause disruption, revenge or play practical jokes, rather than warning of real devices.

Criminal statutes typically dictate severe penalties. For example, In Queensland the Maximum penalty for the offence of Bomb Hoaxes is (1) 321A (1) above is 7 years imprisonment (2) 321A (2) above is 5 years imprisonment.

The decision to evacuate an area or building, depending on the perceived reliability of the threat, may be made by local controlling authorities or those in charge of the targeted facility based on advice from bomb disposal experts. Where a large facility is involved it can be very difficult and time-consuming to ensure the absence of any bomb or other hazardous device or substance.

Preparedness prior to the event
Preplanning tips

- Ensure you have completed and reviewed your Emergency Management Plan (EMP)
- Ensure you have identified your exit routes
- Identify a Safe Refuge area to evacuate to

Immediate action
A copy of the Bomb Threat Record should be kept within easy reach of each telephone.
In the case of a telephone threat

- Let the caller finish without interruption and keep the caller talking as long as possible using key questions on the Bomb Threat Record, **Do not replace handset** in order to trace the call. Using another telephone, call 1800 805 508 to trace the call.
- Notify police immediately – Call triple zero (**000**)

In the case of a verbal threat

- Let the person finish without interruption and keep them talking as long as possible using key questions on the Bomb Threat Record

In the case of a written threat

- If the threat is written and it is established as a threat then secure all documentation, including envelopes, and do not physically handle pages again until further police advice is sought.

    Assess the situation with the aid of the Bomb Threat record, which can be found in the Emergency Management Plan template at:

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Bomb Threat Continued

https://oneportal.deta.qld.gov.au/Services/Facilities/emergencysecuritymanagementinformation/Pages/default.aspx

If a suspicious package has been identified

- Call for assistance
- Inform the Principal and the Police (using a different telephone line)
- Call together the site's emergency response team to implement emergency procedures:
    - Assess the risk and evacuation to a safe area as advised by Police
    - Leave doors and windows open
    - Do not disturb and evidence the police might find useful
    - If a suspect object has been located as a result of a search or if bomb threat is deemed serious, then evacuate (make sure the evacuation point has also been searched by staff before rallying to the deemed safe area).
    - The national standard is 100m clearance around the suspect item and no mobile phones / radios / cordless telephones with 25m.
    - Determine a strategy for further action in consultation with the police
    - Return the workplace to normal operations after consultation with the police. Complete a Bomb Threat Record and prepare a detailed report of the incident for Qld Police and the Department.

Follow up actions
- Contact your Regional/Institute Director.
- Refer media to the Regional/Institute Director.

Recovery
- Seek support from School Guidance Officers and Employee Advisors as appropriate: http://education.qld.gov.au/health/contacts/contacts-ea.html
- Review of processes, debriefing, and memorials (if necessary).
- Complete the relevant report available from https://myhr-whs.deta.qld.gov.au
- For further information refer to http://www.police.qld.gov.au/services/general/mail.htm

2. What defines Suspicious Mail?

From time to time persons pursue a grievance /cause, real or perceived through unlawful acts. One of these is using mail to transport harmful items. This document is intended to enhance awareness and offer advice on best practice in relation to the subject.

Unopened package

If you suspect that you have received a package that may contain hazardous material and it remains unopened:
- Turn off the air-conditioning system
- Place the item in a plastic bag and seal it
- Place all items in a second plastic bag and seal that bag.
- Stay in your office or immediate work area.

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DEPARTMENT OF EDUCATION, TRAINING AND EMPLOYMENT

Suspicious Mail
Continued

- This also applies to co-workers in the same room.
- Prevent others from entering the area and becoming contaminated. Remember you are not in immediate danger.
- Call for help. This may be your supervisor to call triple zero (**000**) to ask for Fire HAZMAT depending on your situation.

Advise:

- Exact location of incident – street address, building floor
- Number of people potentially exposed
- Description of package/device
- Action taken, e.g. package covered with black coat, area isolated
- Keep your hands away from your face to avoid contaminating your eyes, nose and mouth.
- If possible (without leaving the work area) wash your hands.
- Wait for help to arrive.

Opened package

If you suspect that you have received a package that may contain hazardous material and it has been opened.

- Turn off air-conditioning system
- Do not disturb the item any further. Do not pass it around. If any material has spilt from the item, do not try to clean it up, or brush it from your clothing.
- If possible, place an object over the package without disturbing it such as a large waste bin.
- Stay in your office or immediate work area. This also applies to co-workers in the same room. Prevent others from entering the area and becoming contaminated. Remember you are not in immediate danger.
- Call triple zero (**000**) to ask for Fire HAZMAT depending on your situation.

Advise:

- Exact location of incident – street address, building floor
- Number of people potentially exposed
- Description of package/device
- Action taken, e.g. package covered with black coat, area isolated.

If you suspect the mail item may contain an explosive device

- Follow your normal emergency procedures
- Ring triple zero (**000**) and report emergency procedures
- Evacuate the area

What constitutes a "suspicious parcel"?

- Some typical characteristics Postal inspectors have detected over the years, which ought to trigger suspicion, include parcels that:
- Are unexpected or from someone unfamiliar to you
- Are addressed to someone no longer with your organisation or are otherwise outdated
- Have no return address, or have one that can not be verified as legitimate
- Are of unusual weight, given their size, or are lopsided or oddly shaped
- Are marked with restrictive endorsements, such as "personal" or "Confidential" and have protruding wires, strange colours, odours or stains.

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DEPARTMENT OF EDUCATION, TRAINING AND EMPLOYMENT   EMERGENCY MANAGEMENT

Disappearance or removal Of student

September 2012

Immediate Action

Inform Principal/Institute Director

- Contact appropriate emergency services by telephoning triple zero (000).
- Call together the site's emergency response team to implement emergency procedures
- Search area if applicable.

Ensure the safety of the rest of the group

- Contact parents/caregivers immediately
- Notify Education Queensland International if an international student is involved.
- Gather information to establish the status of the student's whereabouts as directed by police. (Consult with friends, siblings, teachers, families/caregivers etc)

Follow up actions

- Notify relevant stakeholders.
- Notify Regional Director (School Incident Alert Notification Process)
- Refer media to the Regional Director
- Notify police if student found.

Documentation

Complete the relevant report available from https://myhr-whs.deta.qld.gov.au

Recovery

- Establish the safety and wellbeing of student if possible
- Debriefing, counselling, review of processes.
- Seek support from School Guidance Officers and Employee Advisors as appropriate: http://education.qld.gov.au/health/contacts/contacts-ea.html

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Building Structure Collapse quick reference guide

Preparedness prior to the event
- Ensure you have completed and reviewed your Emergency Management Plan (EMP)

Immediate action
- Activate your Emergency Management Plan (EMP)
- Secure the area, ensuring there is no immediate threat to any persons.
- Determine if there are any casualties and nature of their injuries, without placing any personnel at risk.
- Attend to any injured person(s)
- Administer first aid (Qualified first aider) where appropriate (avoid contact with blood and other body fluids by using protective gloves).
- Contact appropriate emergency services by telephoning triple zero (000)
- Contact the Regional Director.
- Contact WH&S
- Evacuate the building according to circumstances.

Standard precautions include:
- Good hygiene practices, including hand washing
- Use of personal protective equipment (PPE)
- Appropriate handling and disposal of sharps and other infectious waste and
- Appropriate cleaning and disinfection of contaminated items.

Call together the site's emergency response team to implement emergency procedures
- Assemble and record all site personnel.
- Determine missing persons and report to emergency service personnel.
- Contact injured person(s) family/parents.

Follow up actions
- Notify relevant stakeholders
- Report the incident to Regional Director.
- Notify BAS (07) 3224 6966 (Available 24/7)
- Notify Qld Police.
- Re-enter the building(s) only after the Infrastructure Manager or BAS have given the "all-clear"
- Monitor the safety of the repaired building(s)
- Refer media to the Regional Director
- For support on any of the above, please contact your Infrastructure Advisor
- Notify Education Queensland International if any international student is involved

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Building Structure Collapse quick reference guide

Recovery

- Seek support from School Guidance Officers and Employee Advisors as appropriate.
  http://education.qld.gov.au/health/contacts/contacts-ea.html
- Review of processes, debriefing, and memorials (if necessary).
- Complete the relevant report available from https://myhr-whs.deta.qld.gov.au

NB: School closures due to Natural/Man-made Disasters are posted on DETE website, Facebook and Twitter.

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Twitter www.twitter.com/QLDDETE
Facebook http://www.facebook.com/pages/Queensland-Department-of-Education-Training-and-Employment/136384799716300

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Fire quick reference guide

If you are an owner, or a business or person, that is occupying, or managing a building in Queensland you have a legal obligation to ensure the safety of any person in that building in the event of a fire or other emergency.

The Queensland Fire & Emergency Service has developed 'The Fire Safety Management Tool for Owner / Occupiers' to assist owner / occupiers in managing their compliance with the *Fire and Rescue Service Act 1990* and the *Building Fire Safety Regulation 2008*. The 'Advisory Notes' provide further explanation and clarification of terms referenced.

It is important to note, the 'Fire Safety Management Tool for Owner/ Occupiers' and the 'Advisory Notes' are guides only. Neither document indicates compliance with all requirements of the *Fire and Rescue Service Act 1990* and/or the *Building Fire Safety Regulation 2008*.

Preparedness prior to the event

- Ensure you have completed your Emergency Management Plan (EMP)
- Ensure you have identified your exit routes and location of firefighting equipment
- Identify a Safe Refuge area to evacuate to

Immediate action

- Activate your Emergency Management Plan (EMP)
- Raise the alarm to warn people at the workplace
- Notify the Fire Service (000)
- Call the site's emergency response team to implement emergency procedures:
  o Evacuate to nominated assembly area(s) which is clear of the danger area
  o Call a roll to check that everyone is safe
  o Restrict the danger area
  o Notify Qld Police and Qld Ambulance if required by phoning triple zero (000)
  o Fight the fire only if it is safe to do so and if the people involved have been trained to use the firefighting equipment.
  o Notify the Regional Director.
  o Do not disturb any potential evidence the police might find useful.

Ensure the Safety of the rest of the group

- Assist people in immediate danger – in particular people with disabilities and those requiring additional assistance.
- Attend to injured person(s).

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Fire quick reference guide

Follow instructions given by:
- Qld Police Service
- Qld Fire & Emergency Service
- Qld Rural Fire Service
- Your Regional Director
- Emergency & Security Management Unit

Follow up actions

Assume presence of Asbestos Containing Materials in debris Notify relevant stakeholders

- Report damage to facilities & grounds to the Regional Office.
- Consider closure of school, refer to **CEO Directive No.01/2010** for more information
- Report school operational status and student attendance to the Regional Director.
- Make arrangements for parents/carers/next of kin to be notified once danger has passed.
- Have appropriate authorities assess the safety of the buildings once the fire has been extinguished.
- Notify BAS (07) 3224 6666 (available 24/7)
- For support on any of the above, please contact your Regional Office Infrastructure Advisor
- Notify Education Queensland International if any international student is involved

Recovery

- Seek support from School Guidance Officers and Employee Advisors as appropriate: http://education.qld.gov.au/health/contacts/contacts-ea.html
- Review of processes, debriefing, and memorials (if necessary).
- Complete the relevant report available from https://myhr-whs.deta.qld.gov.au

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Hazardous Materials (HAZMAT) quick reference guide

What is HAZMAT?

Hazmat is a shortened term meaning "hazardous material." Hazardous material can be anything that can cause harm to living things. Some types of hazardous material include biological, chemical or physical items. They can pose a danger to individual health and to the environment. These items as stated by the Occupational Safety and Health Administration (OSHA) can be agents that contain carcinogens (cancer-causing substances), toxic agents, corrosives, explosive or flammable chemicals and unstable agents.

Preparedness

*All Education Queensland schools are eligible to register for access to Chemwatch Gold FFX online version. Chemwatch provides Material Safety Database on all hazardous and non-hazardous materials with advice if exposed to HAZMAT. To register for access, click: http://education.qld.gov.au/health/pdfs/chemwatch-registration-instructions.pdf

Immediate action

Attend to injured person(s) if necessary
- Identify the hazardous material(s) involved – chemical spillage, gaseous emission, building components.
- Call for assistance – Contact appropriate emergency service by phoning triple zero (000).
- Inform the Principal and call together the site's Emergency response team to activate your emergency management plan:
    o Call and co-ordinate support from Qld Police, State Emergency Services, Qld Ambulance Service and Qld Fire & Emergency Service as needed.
    o Respond to State Emergency Services as instructed.

Ensure the safety of the rest of the group
- Move people away from the immediate danger area as quickly as possible.
- Where it is possible to do so safely, prevent further spread of hazardous materials by:
    o closing doors and windows
    o drawing curtains and sealing ventilators
    o turning off air conditioners
    o extinguishing naked flames (including pilot lights)
- Once evacuated and safe, call a roll to check that everyone who might have been exposed to the hazardous material is now in a safe area.

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Hazardous Materials (HAZMAT) quick reference guide

- Qualified first aiders apply basic first aid to people affected by hazardous material and refer serious cases to Qld Ambulance Service – Refer to the Chemwatch MSDS for additional safety information.
- Do not return to the previously contaminated area until the "all clear" is given by the Qld Fire & Emergency Service / Qld Police.

Follow up actions

- Report the incident to your Region Director.
- Refer media to the Region Director.
- For support on any of the above, please contact your Regional Office Infrastructure Advisor
- Notify Education Queensland International if an international student is involved.

Recovery

Seek support from School Guidance Officers and Employee Advisors as appropriate:
http://education.qld.gov.au/health/contacts/contacts-ea.html

- Review of processes, debriefing, and memorials (if necessary).
- Complete the relevant report available from https://mwr-whs.deta.qld.gov.au/

NB: School closures due to Natural/Man-made Disasters are posted on DETE website, Facebook and Twitter.

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Heat wave quick reference guide

What is a Heatwave?
A heat wave can be defined as a prolonged period of excessive heat. In Australia excessive heat can vary from 37°C to 42°C. A heat wave occurs when there are a number of consecutive days with above average temperature, often combined with high humidity.

Preparedness prior to the event
- Plan ahead to reduce the risk of getting heat exhaustion or a heat related illness.
- Look at alternatives to help to cool your building. For example, install awnings, shade cloth or internal blinds or curtains on the sides of the building which face the sun.
- Listen to your local weather forecast so you know if a heat wave is on the way.

Immediate action
Refer to Queensland Health guidelines
http://www.health.qld.gov.au/disaster/heat/heat-wave.asp

Keep out of the heat
- Plan your day to keep activity to a minimum during the hottest part of the day.
- If you must go out then wear lightweight, light-coloured, loose, porous clothes, a wide-brimmed hat and sunscreen and regularly rest in the shade and drink fluids.
- If you can; avoid going out in the hottest part of the day (11am – 3pm).
- AVOID strenuous activities.

Stay cool
- Wear appropriate clothing to suit the hot weather.
- Stay inside, in the coolest rooms in your building, as much as possible.
- Open up windows and doors when there is a cool breeze, when the temperature inside rises.
- Use fans and air-conditioners where possible to keep cool.

Monitor agricultural unit animals for heat stress (if applicable)
Animals can be affected by heat related illness and anyone in charge of livestock has a duty of care to provide food, water and appropriate shelter for the animal.

Signs and Symptoms of heat related illness
Although the presence of symptoms may vary from person to person, below is a list of common signs and symptoms of heat related illness that can affect people.

Sunburn	Flushed or pale skin
Heat risk or prickly heat	Cramps
Heat exhaustion*	Heat stroke*
Tiredness and weakness	Fainting/collapse
Nausea/vomiting	Headache
Dizziness	Rapid pulse
Changes to the level of consciousness (e.g. disorientation, drowsiness)	

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Heat wave quick reference guide

*Heat stroke can affect a person engaging in physical activity who has not been identified as suffering from heat exhaustion and who has persisted in further activity. Heat exhaustion and heat stroke can still occur where there has been good hydration.

First Aid
What you can do to assist anyone needing first aid: in an EMERGENCY, telephone triple zero (000) and get paramedics on the way immediately.

Please note that Education Queensland schools remain open and students are not sent home during periods of excessive heat or heat wave conditions. Schools should refer to the Managing Excessive Heat in Schools procedure at: http://education.qld.gov.au/schools/healthy/wellbeing-guidelines/heat.html

Follow up actions
Complete the relevant report from https://myhr-whs.deta.qld.gov.au

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Tsunami quick reference guide

What is a Tsunami?
A tsunami is a series of fast moving waves produced during large scale ocean disturbances. A tsunami can occur with very little warning; caused by a variety of natural or technological events, such as earthquakes, volcanic eruptions, explosions, landslides, and meteorite impacts.

A tsunami is different from regular ocean waves in several ways:

- A tsunami is a series of sea waves that are extremely long. As a tsunami crosses a deep ocean the length from crest to crest may be as much as 150 kilometers and these waves can travel at speeds of 1,000 km/h.
- A tsunami that is unnoticeable at sea, because of its long wave lengths, may reach several metres or more in height by the time that it reaches the coast.
- Regular ocean waves move in the water from the surface down to around 150m deep, but a tsunami moves in the water all the way to the seafloor. Therefore the volume of water that is moved by a tsunami is significantly more than the amount moved by regular ocean waves.
- As many tsunamis are a series of waves, there is often more than one wave and the first wave may not be the largest.

Pre-season planning
Tsunami can occur at any time of the year, coastal facilities need to be aware that the threat of Tsunami is an ongoing possibility.
- Ensure your "Tsunami Sub Plan" has been completed and reviewed.

Preparedness prior to the event
- Contact your local council to find out about the risk of tsunami in your community.
- Familiarise yourself with information about tsunami and the natural warnings signs, such as earthquakes, rumbling/roaring sounds or sudden changes in the behaviour of coastal seas (the sea level may recede dramatically).
- Visit the Bureau of Meteorology website for more information. The Bureau of Meteorology has the overall responsibility for issuing Tsunami Warnings in Australia.
- If your School is in a Tsunami prone area, develop a Tsunami Sub Plan which should be attached to your emergency management plan. Identify the nearest high ground and the safest routes to it.
- WARNINGS will be relayed through Emergency Authorities via official channels (e.g. Emergency Alert, radio, television, sign boards and the internet), Lifeguards, Surf Lifesavers and/or unofficial channels (e.g. face to face or verbal announcement).
- Depending on the level of threat determined by the Joint Australian Tsunami Warning Centre
- JATWC the Bureau of Meteorology may issue a Tsunami Warning restricted to the marine environment and immediate foreshore area for parts of the Australian coastline. Tune into warnings via Emergency Alert, the radio, television, '1300 TSUNAMI' (1300 878 6264) or the Bureau of Meteorology's website.

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Tsunami quick reference guide

Immediate action
- Activate your Tsunami Sub plan
- Listen to your local radio station for information and instructions.
- Listen carefully to the warning and act immediately on the advice provided.
- To help minimise the risk to your safety, it is important to follow the advice contained in these warnings.
- If you are on land and instructed to evacuate; follow your Tsunami Sub Plan and immediately move inland or to higher ground at least 10 metres above sea level or, if possible, move at least 1km away from all beaches, harbours and coastal estuaries/riverbank areas.
- If you are unable to leave the area, take shelter in the upper level of a sturdy brick or concrete multi-storey building and stay there until advised that it is safe to leave (homes and small buildings are not designed to withstand tsunami forces).

Follow up actions
- Tsunami Warnings will be cancelled by the Joint Australian Tsunami Warning Centre when the main threat is deemed to have passed.
- Emergency authorities will inform the public when it is safe to return to the affected area. This advice will be related through emergency authorities via official channels, such as radio, television, signboards or via the internet, '1300 TSUNAMI' (1300 878 6264) or the Bureau of Meteorology's website www.bom.gov.au/tsunami
- Contact your Regional Director.
- Refer media to the Regional Director
- For support on any of the above, please contact your Regional Office Infrastructure Advisor
- Notify Education Queensland International if any international student is involved

Recovery
Seek support from School Guidance Officers and Employee Advisors as appropriate: http://education.qld.gov.au/health/contacts/contacts-ea.html

NB: School closures due to Natural Disasters are posted on DETE website, Facebook and Twitter.

DETE website   www.dete.qld.gov.au
Facebook   http://www.facebook.com/pages/Queensland-Department
Twitter   www.twitter.com/QLDDETE

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Emergency Response Officers
P: (07) 30346011
P: (07) 30346012
E: qld-dete-emru@id.ngcomms.net

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What is a Critical Incident?

A Critical Incident (CI) is related to an event that lies outside the range or ordinary day-to-day living and of such nature that it would create significant stress to almost anyone. A stressful experience becomes traumatic when an increase in a perceived threat can no longer be assimilated by usual means and the mind becomes overwhelmed. Examples of Critical Incidents that could occur in schools include:

* Death of students, staff, parents and community members who are linked closely to the school environment

* A disaster i.e. fire, extensive storm causing damage etc.

* A hostage situation

* Significant physical injury and/or onset of life threatening illness

* Road accident outside school grounds

* School transport accident including accidents through excursions

* Any other event that has an unusually powerful impact on people in general.

The management of Critical Incidents includes the activities that take place prior to and following a traumatic event. The process focuses on the planning and actions so that the Critical Incident is dealt with quickly and with high level competent support mechanisms in place.

EMERGENCY AND CRITICAL INCIDENT MANAGEMENT PLANNING POLICY

For

Upper Coomera State College

August 21, 2015 v1

Upper Coomera State College
Learning Pathways to the Future

Fire and Evacuation

IN THE EVENT OF A FIRE OR EVACUATION A RISING SIREN WILL SOUND.

Teachers

Teachers are to direct students to:

- Leave the room promptly ensuring no one is left in the room, locking the door upon exiting and supervising the walk to the meeting point via evacuation route (walk behind the group to collect stragglers moving between classes, in toilets, etc.)
- No Bags, books or laptops to be taken to the oval
- Assemble (*see attached diagram of oval*) In separate Sub-schools (Senior, Advancement, Junior)
- Administration officers will avail all teachers Evacuation rolls.
- These evacuation rolls must be marked accurately
- Teachers need to ensure their class is in a neat line and *quiet*. This allows wardens to quickly and easily identify if someone is missing (from their position in front of assembly) and allow CSO's/teachers, etc to ascertain whether students have left early, on excursion or genuinely missing on campus, thus triggering a search.
- A *class must remain standing* until teacher has accounted for **every student** in that class.
  - *If there are discrepancies*
    - **Report discrepancies** to your **Deputy Principal** immediately.
    - Return to actively supervise your home group.
  - *If there are no discrepancies:*
    - If **all students** have been accounted for, **seat your class** and report to Deputy Principal.
    - Return to actively supervise your home group.
- Teachers must be situated, where practicable, at the head of their class for the duration of the procedure.
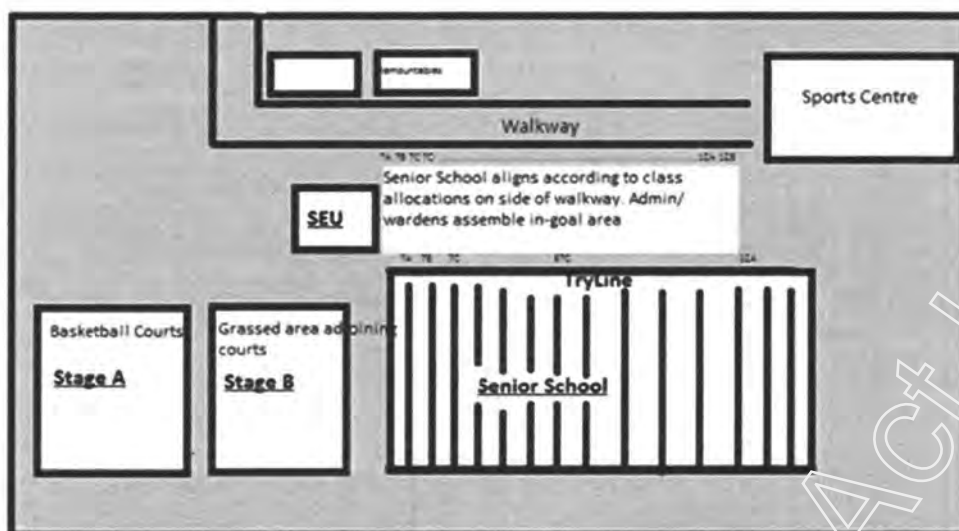
Administration officers

- Admin staff to retrieve evacuation rolls and deliver to school heads of year/ Heads of curriculum for dissemination to class teachers.
- Retrieve visitor book information and non contact staff rolls.
- Assist Deputy Principals to check administration office evacuation. Lock doors upon exit.

HOSES

1. Don high visibility vest.
2. Check designated buildings and report they are clear to OIC.
3. Take checklist of all SAC teaching staff, student welfare team, EQ specialist staff and students to OIC.
4. Check off rolls and inform OIC.

STUDENT WELFARE TEAM AND EQ SPECIALIST SERVICE PROVIDERS

1. Report to Hoses.
2. Have name marked from welfare team roll.

SEU CSO'S & STUDENTS:

1. Support SEU student/s to Meeting Points.
2. Proceed to SAC allocated areas Junior/Senior.
3. All SEU students & staff need to be accounted for by HOSES who will then inform OIC
4. Remain silent and calm and await OICs "All Clear".

HODS/HOCS

1. Don a high visibility vest.
2. Check designated buildings and report all clear to Sub-school Deputy Principal.
3. Supervise roll marking and assist with crowd control.

SSM

1. Don a high-visibility vest.
2. Deliver rolls of visitors, Supply Staff, administration list and teaching staff list.
3. Check staff of list and report to OIC.

DEPUTY PRINCIPALS

4. Don a high-visibility vest.
5. Have your checklists:
   a. Buildings to be monitored (and persons responsible)
   b. Class lists, staff lists, TRS lists, excursion lists.

If there are no roll discrepancies

- Collect all stage rolls from home teachers when marked, tick them off your checklist, return rolls and inform the OIC that all is clear for your stage.

If there are roll discrepancies

- Report discrepancies to the Principal
- Immediately cross reference excursion lists, early departures, or instigate search.

PRINCIPALS

1. If Deputy is away or OIC, then PRINCIPAL takes over their duties also.
2. Don a high visibility vest for identification.
3. Report to Meeting Point with checklists.
4. Receive reports from HOCS/HODS and deputies that designated buildings have been checked.
5. Report to OIC when all accounted for.

EXECUTIVE PRINCIPAL (Officer In Charge)

1. Don high visibility vest for identification.
2. Note the time at the start of alarm.
3. Take a megaphone to assembly area and checklists.
4. Receive reports from HODS/HOCs/ Deputies and Principals.
5. Inform Fire Department of discrepancies/ instigate searches.
6. Tick off checklist as groups are accounted for.
7. Give ALL CLEAR when everyone has been accounted and dismiss assembly in stages.
8. Complete an evaluation (including time taken).

The Officer in Charge or Delegated Officer in charge is the only person who can give the "ALL CLEAR" signal.

Upper Coomera State College
Learning Pathways to the Future

Emergency Evacuation Map

LOCATE YOUR SAFEST ROUTE TO THE SPORTS OVAL WHICH DOES NOT GO BENEATH OR THROUGH BUILDINGS. IF IN DOUBT, HEAD TO THE NEAREST FENCE AND WALK AROUND CAMPUS

LOST CITY

BRYGON CREEK DRIVE

CARPARK

RESERVE ROAD

P BLOCK
M BLOCK
ESF
L BLOCK
K BLOCK
H BLOCK
JUNIOR CANTEEN
I BLOCK
JUNIOR ADMIN
PLAYGROUND
C BLOCK
B BLOCK
D BLOCK
F BLOCK
G BLOCK
J BLOCK
V BLOCK
W BLOCK
TANK
SENIOR CANTEEN
MIDDLE SCHOOL STAFFROOM
SENIOR SCHOOL STAFFROOM

SPORTS CENTRE S BLOCK

EMERGENCY EVACUATION ASSEMBLY AREA

T1 T2 T3 T4 T5 T6 T7 T8 T9 T10 T11 T12 T13

E BLOCK

EVACUATION MAP

OUTDOOR COURTS

CHIEF WARDEN

FOOTBALL FIELDS

Upper Coomera State College

Learning Pathways to the Future

POSITION	EVACUATION RESPONSIBILITIES and DUTIES
EXECUTIVE PRINCIPAL/ PRINCIPAL	• Don high visibility vest for identification. • OIC (Rings Fire Department). • Takes checklist, megaphone, and starts timer (in the case of a drill).

Principals
  • Junior School
  • Senior School
  • Senior School
	• Don high visibility vest for identification.
	• Junior and Senior School Principals - checklist (building checks, staff, excursions, etc).
	• Receive reports from HOCS/HODS that designated buildings have been checked.
	• Contact OIC once sub-school all clear or instigate search at OICs discretion.

Deputy Principals (or Principal)
  ▪ Junior School
  ▪ Junior School
  ▪ Senior School
  ▪ Senior School
	▪ Don high visibility vest for identification.
	▪ Take checklists for buildings, staff, home groups and excursion lists.
	▪ Organise teachers to coordinate students into orderly lines based on Home Groups.
	▪ Receive reports from sub-school HOCs & HOD's regarding building checks.
	▪ Cross reference missing students against leaving early, SEU lists, sick bay and excursions lists.
	▪ Report to OIC to give all clear or advise of missing students.

HOC Junior School (Stage A)	• Don high visibility vest for identification. • Check (B block), Echidna (C block), T2, T4, T5 & T6, E Block , then report to Junior School Deputy Principal at meeting point. • Assist in roll dissemination to class teachers.
HOC Junior School (Stage B)	• Don high visibility vest for identification. • Check Possum (H block), Tuckshop toilets/canteen, Sugarglider (I block), Jabiru (D block), Jaegar (F block), and report to Junior School Deputy at meeting point. • Assist in roll dissemination to class teachers.
HOD – Positive Behaviour	• Don high visibility vest for identification. • Check Fensham (VBlock) Building and report to Deputy Principal at meeting point. • Assist in roll dissemination to class teachers.
HOD - English	• Don high visibility vest for identification. • Check Staffroom Two, Senior Canteen and toilets, Jakaara Courtyard, then report to Senior School Deputy Principal at meeting point. • Assist in roll dissemination to class teachers.
HOD –Teaching & Learning	• Don high visibility vest for identification.

	• Check the Demountables on oval near sports centre and report to D.P at meeting point. • Assist in roll dissemination to class teachers.
HOD - Science	• Don high visibility vest for identification. • Check Science Centre (Q Block) & N Block Toilets an d report to Senior School D.P at meeting point. • Assist in roll dissemination to class teachers.
HOD– Design	• Don high visibility vest for identification. • Check N, Q Block and R Block and report to Senior School D.P at meeting point. • Assist in roll dissemination to class teachers.
HOD– Arts	• Don high visibility vest for identification. • Check PAC & Music Blocks/ toilets and report to Senior School D.P. • Assist in roll dissemination to class teachers.
HOD - Maths	• Don high visibility vest for identification. • Check Waters (W Block) Creative Arts block and toilets in Fensham courtyard and report to Senior School D.P. • Assist in roll dissemination to class teachers.
HOD– Humanities	• Don high visibility vest for identification. • Check Jakaara Studies block and report to Senior School Deputy Principal. • Assist in roll dissemination to class teachers.
HOD– Senior Schooling	• Don high visibility vest for identification. • Check Staffroom One and Samuel Griffith Block (including toilets/ kitchens), then report to Senior School D.P. • Assist in roll dissemination to class teachers.
HOD - - - Library	• Don high visibility vest for identification. • Clear Library (including store rooms), Jane Rutter and Prep Relocatables, report to Senior School Deputy Principal. • Lock library and report to OIC to give building all clear.
HOD Senior School - HPE	• Don high visibility vest for identification. • Check MPS facilities and report to Senior School Deputy principal.
HOSES – Advancement Centre	• Don high visibility vest for identification. • Check Advancement Centre and report clear to OIC. • Take checklist of all SEU staff and students to muster point. • Take SEU register of all visitors, volunteers and casuals and give to BSM for checking off. • Check off student welfare team.

	• Check off rolls and inform OIC.
Special Education Staff	• Support SEU student/s to designated meeting place. • All SEU students & teachers need to be accounted for by HOSES who will then inform OIC. • Remain silent and calm and follow OIC directions.
BSM	• Don high visibility vest for identification. • Proceed to Sports Centre and ensure EQ regional staff vacate and are aware of emergency and gathering area (EQ regional staff to carry out their own roll marking and advise BSM when done). • Stand in front of goal post on northern side of oval to mark off visitors, volunteers and casuals Report to OIC that your area buildings are clear and that your non teaching staff/visitors/volunteers/casuals are accounted for (HR Manager will advise you of all clear for Central Administration Building and role marking status of non teaching staff). • Report any discrepancies to the OIC.
IT Dept.	• Collect previous night's back up from server.
HR Manager	• Don high visibility vest for identification. • Gather all non teaching staff lists for marking (including SEU CSO's). • Check Central Administration building is all clear and close doors to individual offices once checked. Stand in front of goal post on northern side of oval and mark off all non teaching staff. • Report to BSM when buildings are all clear and when all non teaching staff are accounted for • Report discrepancies to the BSM immediately.
Finance Supervisor/Manager	• Ensure all tills are LOCKED before leaving the building.
Canteen Manager/Coordinator	• Ensure all tills in both Senior and Junior Canteen are LOCKED before leaving the building. • Take Canteen register of all visitors, volunteers and casuals and give to BSM for checking off.
Uniform Shop Manager/Coordinator	• Ensure all tills in the Uniform Shop are LOCKED before leaving the building
Central Administration Front Counter Officers	**Parent Administration Officer:** Inform any parents not signed in, in the Central Administration foyer or occupying the Conference room that there is an emergency evacuation and request them to quickly but calmly leave the building and congregate at the front entrance to the school grounds (Reserve Road Main Entrance). • Check Admin is clear and Lock front doors to Central Admin. • Collect visitors, volunteers and casuals register(s) and give to BSM as you vacate. • Advise BSM and go to the Reserve Road Main Entrance (as per any visitors as outlined above) **Student Counter Administration Officer:** Collect sick bay roll, supervise sick students to the meeting point and direct them to their form/home groups.

	- Gather one first aid kit (including Epi Pens etc) and take with you to the non teaching staff meeting point. - Proceed to non teaching staff meeting point on the northern side of the oval. - At the end of the evacuation, advise the Parent Counter AO at the Gate 2 entrance.
Junior Administration Officers	**Administration Officer** - Collect visitors, volunteers and casuals register(s) and give to BSM for marking off. - Inform any visitors that are in the Junior Administration building that there is an emergency evacuation and request them to quickly but calmly leave the building and congregate in the car park at the front entrance to the junior school grounds (Gate 3). - Advise Student Counter AO go to the car park at the front entrance to the junior school grounds, Gate 3 (as per any visitors as outlined above). - Check Admin is clear and Lock front doors to Junior Admin. **Student Counter Administration Officer:** - Collect sick bay roll, supervise sick students to the meeting point and direct them to their form/home groups. - Collect visitors, volunteers and casuals register(s) and give to BSM for marking off. - Gather one first aid kit (including Epi Pens etc) and take with you to the non teaching staff meeting point. - Proceed to non teaching staff meeting point at the goal posts on the northern side of the oval (remembering to advise HR Mgr that the Parent Counter AO is safe and at Gate 2. - At the end of the evacuation, advise the Parent Counter AO from the Gate 3 entrance.
Senior School Admin Staff (Rolls Officer)	- Collect excursion lists, form rolls and hand out to senior staff from OIC position in front of assembly area. - Disperse rolls and collect rolls. - Work with Deputy Principals to assist with checklists of staff and student accountability. - Collect rolls, leaving early book, excursion lists, and lock Central Administration block. - Take Home Group rolls to meeting point. - Work with Deputy Principals to assist with checklists of staff and student accountability.
Junior School Admin staff (Rolls Officer)	- Collect leaving early book, excursion lists, (refer Junior AO's above) and lock Chisholm Administration block. (refer Junior AO's above)Take Home Group rolls to meeting point. - Work with Deputy Principals to assist with checklists of staff and student accountability.
Safety Officer	Work with the OIC for an "ALL CLEAR".
Facilities Officers	Lock facilities/grounds sheds.

Upper Coomera State College

Learning Pathways to the Future

	• Consider – do we send the Facilities Manager to Gate 1 (sports centre main gate) to stop entering traffic other than emergency vehicles (similar to what occurs at Central Admin) and Groundsmen or other Facilities Officer to Gate 4. • Meet BSM at the goal posts on the Northern side of the oval to be marked off.
Cleaners	• Lock away any equipment/consumables in cleaners cupboards if it is safe to do so. • Proceed to non teaching staff meeting point at the goal posts on the norther side of the oval to be marked off.
Specialist Staff	• Report to the DP at the Meeting Point to be accounted. • Remain at the designated Meeting Point until given the "All Clear" by the **OIC.** • Assist in crowd control (maintaining silence and attention toward OIC).
CSO's	• If on class, assist with the supervision of the class to the Meeting Point. • Report to BSM at the meeting Point to be accounted for (goal posts on Northern side of the oval). • Assist in crowd control .

All non teaching staff, visitors, contractors, volunteers and casuals	• Proceed to non teaching staff meeting point (goal posts on the northern side of the oval) where you will be marked off by BSM as one of the following roles as appropriate:
	    • Non teaching staff
	    • Visitors, volunteers, casuals

Teaching Staff	• Class group teachers collect rolls from Deputy Principals/Rolls officer and mark accurately. • ***Class must remain standing until teacher has accounted for every student in that class.*** • Teachers need to ensure their class is in a neat line and *silent (refer to Map).* • **Once all students have been accounted** for, **seat your class**, return the roll to the Deputy Principal (or delegate) and **get yourself signed off**. • Return to your class and keep them as settled as possible and wait for the OIC to give the ALL CLEAR. • Follow OICs' instructions to dismiss students safely.

UPPER COOMERA STATE COLLEGE

LOCKDOWN PROCEDURES

LOCKDOWN PROCEDURES WILL BE ACTIONED WITH THE SIGNALLING OF AN

INTERMITTENT SIREN

There are some emergent situations that require staff and students to either retreat or stay indoors. These situations include such threats from:

- Dangerous persons;
- Toxic spill (chemical truck accident in vicinity of school);
- Livestock running loose; and
- Bad weather

In the event that all children must return to, or remain in their classrooms, the following procedures will be followed.

ADMINISTRATION STAFF ACTIVATE ALARM

Intermittent siren will be activated from Central Admin in identification of threat on the campus. ID Attend rolls will be printed in anticipation of ALL CLEAR. Non-contact staff and visitor rolls generated.

NOTIFY POLICE

Advise police immediately of the situation. Try to provide them with as much information as possible, for example:

- time of incident
- nature of occurrence
- details of the offender and if the offender is armed
- type of weapon

ON HEARING THE ALARM

CLASSROOM TEACHERS

- All children are to return quickly and quietly to their classroom or nearest building containing College Staff.
- Teachers / staff must lock all doors and windows, and turn off classroom lights.
- Children must sit on the floor below window level. Teacher may utilise withdrawal rooms, storage rooms and passageways at their discretion.
- Do not walk around, remain on the floor.
- No one is to leave the room for any reason.
- Monitor phones for classroom messages.
- When situation is resolved, the ALL CLEAR will be rung to indicate "ALL CLEAR" Two tone alarm.

SPECIALIST TEACHERS

- Children attending specialist lessons will remain with the Specialist Teacher and follow classroom procedures.
- The HPE teacher will use discretion to return to the nearest classroom or building.

CSOs

- All teacher aides will remain with the classroom teacher and follow class procedures.
- If in the grounds, proceed to the nearest classroom.
- If in the administration building, proceed to the hallway outside the Conference Room, lock all doors and windows and turn off lights.

CANTEEN STAFF

- The canteen workers will lock all windows and doors.
- All workers will remain in the canteen until the all clear is given.
- When all clear is given, roll marking is to occur. Refer to section below "Roll Marking of Non Teaching Staff after all clear".

JANITOR AND GROUNDSMAN

- Check toilets. If students are there, accompany them to nearest building.

ALL CLEAR SIGNAL

The all-clear signal will be a TWO TONE SIREN (and accompanying PA announcement).
Reassure the students
Mark class roll on IDattend.

Junior school Teachers

- phone relevant Deputy Principal regarding number of students present in class:
- P-3 contact 602 or if unavailable contact 620 or 630
- 4-6 contact 605, or if unavailable contact 620 or 630

Secondary school Teachers

- Mark current class on IDattend
- Access "Inconsistencies" button on bottom right of roll screen
- Forward any discrepancies to office@upperacoomerasc@eq.edu.au

Specialist Junior Staff

- contact Junior Office on 620 or 630 with names of student in their care.

TEACHERS ON NON CONTACT TIME

- After all clear, if teachers have no pathways class, please phone your administration to be marked off the non contact teaching list.

VARIATION FOR BREAK TIMES/ BEFORE SCHOOL/ AFTER SCHOOL

ON HEARING THE LOCKDOWN SIGNAL

- All children are to move quickly and quietly to their nearest room or building. containing college staff e.g. staffroom, office, canteen, ISC, Advancement centre.
- Teachers / staff must lock all doors and windows, and turn off classroom lights.
- Children must sit on the floor below window level. Teacher may utilise withdrawal rooms, storage rooms and passageways at their discretion.
- Do not walk around, remain on the floor.
- No one is to leave the room for any reason.

ALL CLEAR SIGNAL

- ## The all-clear signal will be the TWO TONE Alarm
- Emergency rolls are to be collected from the sub-school office.
- Junior school students will return to their normal classroom and the teacher will complete the emergency (ID Attend) roll and return to the office or ring the office on 620.
- Secondary school students will report directly to their pathways class for roll mark of the emergency roll (ID Attend copy).
- Secondary students remain in their pathways class until the next scheduled lesson or break.

Parental obligations during critical incident: **In the event of a Bomb Threat/Evacuation/Lockdown: Please be aware that UCSC does not permit the release of students into parental care during a critical incident. Entry onto, and exit from the UCSC campus during such an event impedes the UCSC administration and the Queensland Police Service from performing their duties to keep our student body safe. We thank you very much for your consideration during these times and we will endeavour to relay all available information to you as soon as considered appropriate by the relevant authorities.**

Accident / Injury

September 2012

Immediate Action

- Assess the situation and the condition of the person(s); i.e. broken bones/burns/ possible internal or spinal damage/serious lacerations/sudden illness.
- Assess the safety needs of the group and the situation – safety, injuries, environment, and condition of party.
- Attend to injured person(s) – administer first aid as necessary, following basic casualty care practices, (avoid contact with blood or other body fluids by using protective gloves) and make them as comfortable as possible.

Call for assistance

- Contact appropriate emergency services by telephoning triple zero (**000**).

Ensure the Safety of the rest of the group

- Ensure everyone is safe and encourage them to remain calm.
- Remove/isolate group from incident site.
- Establish adequate shelter if required and meet the needs of the people involved.
- Provide assistance to those people who require it and decide on a strategy for looking after person(s) until outside help arrives.

Call together the site's emergency response team to implement emergency procedures

- Assemble and record all site personnel.
- Determine missing persons and report to emergency service personnel.
- Contact injured person(s) family/parents.

Follow up action

- Notify relevant stakeholders.
- Inform the Principal if injury occurs off site.
- Notify parents/carers/next of kin.
- Inform the Regional Director if required
- Refer media to Regional Director

Documentation

Complete the relevant report available from https://myhr-whs.deta.qld.gov.au

Recovery

- Review of processes, debriefing and memorials (if necessary).
- Seek support from School Guidance Officers and Employee Advisors as appropriate: http://education.qld.gov.au/health/contacts/contacts-ea.html

Skin Puncture
Immediate action
- Attend to injured person

Police, Fire, Ambulance

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DEPARTMENT OF EDUCATION, TRAINING AND EMPLOYMENT

Accident / Injury
Continued

- Determine what has caused the injury, i.e. needles, syringes, sharp objects, glass.
- Apply first aid and have the person(s) attended to by a medical professional immediately (avoid contact with blood and other body fluids by using protective gloves).
- Prevent "unqualified" people e.g. students from touching or picking up "contaminated" needles, syringes, and sharp objects.

Ensure the safety of the rest of group

- Isolate the site at which the incident has occurred and remove witnesses to a safe and secure location.
- Ensure Standard Precautions for the prevention of disease transmission are facilitated and maintained

Standard precautions include:

- Good hygiene practices, including hand washing
- Use of personal protective equipment (PPE)
- Appropriate handling and disposal of sharps and other infectious waste and
- Appropriate cleaning and disinfection of contaminated items.

Follow up action

- Notify relevant stakeholders.
- Advise parents/carers/next of kin.
- Police/security patrols if evidence of illegal drugs on DETE property.

Documentation

- Follow procedures for Managing a Needle Stick Injury.
- Complete the relevant report available from https://myhr-whs.deta.qld.gov.au

Recovery

- Debriefing and review of processes.

Police, Fire, Ambulance

Queensland Government

DEPARTMENT OF **EDUCATION, TRAINING AND EMPLOYMENT**

EMERGENCY MANAGEMENT

Assault

September 2012

What is an Assault?

A person who strikes, touches, or moves, or otherwise applies force of any kind to, the person of another, either directly or indirectly, without the other person's consent, or with the other person's consent if the consent is obtained by fraud, or who by any bodily act or gesture attempts or threatens to apply force of any kind to the person of another without the other person's consent, under such circumstances that the person making the attempt or threat has actually or apparently a present ability to effect the person's purpose, is said to assault that other person, and the act is called an assault.

Additionally, all State criminal codes have further definitions of actions that may constitute an assault, such as causing physical discomfort by the use of: heat, light, electrical force, and odorous gases

Immediate Action

- Assess the situation and remain calm.
- Take no action that will provoke the situation; where necessary (and possible) call for assistance (Police if necessary).
- Take appropriate action to prevent injury if safe to do so.

Call for assistance

- Inform the Principal/Institute Director.
- Contact appropriate emergency services by telephoning triple zero (**000**).
- By reporting the assault to police you are providing details of what happened during your assault and requesting the police to investigate the matter. This is called making a complaint and you are referred to as the 'complainant.'

Ensure the Safety of the rest of the group

- Ensure everyone is safe and encourage them to remain calm.

Attend to injured person

- Assist the victim(s) (if applicable) without endangering yourself or other people.

Follow up action

- Inform parents/carers/next of kin and Education Queensland International if required
- Notify relevant stakeholders.
- Report the incident to the Regional/Institute Director if required (refer media to Regional/Institute Director).
- Offer counselling.
- Consult with behaviour management coordinator (if necessary).

Documentation

Complete the relevant report available from https://myhr-whs.deta.qld.gov.au

Recovery

- Review of processes, debriefing.
- Seek support from School Guidance Officers and Employee Advisors as appropriate: http://education.qld.gov.au/health/contacts/contacts-ea.html

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Police, Fire, Ambulance

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DEPARTMENT OF **EDUCATION, TRAINING AND EMPLOYMENT**   **EMERGENCY MANAGEMENT**

Bomb Threat / Suspicious Mail

September 2013

1. What defines a Bomb Threat?

A bomb threat is generally defined as a threat, usually verbal or written, to detonate an explosive or incendiary device to cause property damage, death, or injuries, whether or not such a device actually exists. Typically delivered by telephone, or other telecommunication means, the great majority of such threats are sociopathic behavior[citation needed], intended to cause disruption, revenge or play practical jokes, rather than warning of real devices.

Criminal statutes typically dictate severe penalties. For example, In Queensland the Maximum penalty for the offence of Bomb Hoaxes is (1) 321A (1) above is 7 years imprisonment (2) 321A (2) above is 5 years imprisonment.

The decision to evacuate an area or building, depending on the perceived reliability of the threat, may be made by local controlling authorities or those in charge of the targeted facility based on advice from bomb disposal experts. Where a large facility is involved it can be very difficult and time-consuming to ensure the absence of any bomb or other hazardous device or substance.

Preparedness prior to the event
Preplanning tips

- Ensure you have completed and reviewed your Emergency Management Plan (EMP)
- Ensure you have identified your exit routes
- Identify a Safe Refuge area to evacuate to

Immediate action
A copy of the Bomb Threat Record should be kept within easy reach of each telephone.

In the case of a telephone threat

- Let the caller finish without interruption and keep the caller talking as long as possible using key questions on the Bomb Threat Record, **Do not replace handset** in order to trace the call. Using another telephone, call **1800 805 508** to trace the call.

- Notify police immediately – Call triple zero (**000**)

In the case of a verbal threat

- Let the person finish without interruption and keep them talking as long as possible using key questions on the Bomb Threat Record

In the case of a written threat

- If the threat is written and it is established as a threat then secure all documentation, including envelopes, and do not physically handle pages again until further police advice is sought.

Assess the situation with the aid of the Bomb Threat record, which can be found in the Emergency Management Plan template at:

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ESMU
PH: 30346011 or
30346012

Email: qld-dete-emru@id.ngcomms.net

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Bomb Threat Continued

https://oneportal.deta.qld.gov.au/Services/Facilities/emergencysecuritymanagementinformation/Pages/default.aspx

If a suspicious package has been identified

- Call for assistance
- Inform the Principal and the Police (using a different telephone line)
- Call together the site's emergency response team to implement emergency procedures:
  - Assess the risk and evacuation to a safe area as advised by Police
  - Leave doors and windows open
  - Do not disturb and evidence the police might find useful!
  - If a suspect object has been located as a result of a search or if bomb threat is deemed serious, then evacuate (make sure the evacuation point has also been searched by staff before rallying to the deemed safe area).
  - The national standard is 100m clearance around the suspect item and no mobile phones / radios / cordless telephones with 25m.
  - Determine a strategy for further action in consultation with the police
  - Return the workplace to normal operations after consultation with the police. Complete a Bomb Threat Record and prepare a detailed report of the incident for Qld Police and the Department.

Follow up actions
- Contact your Regional/Institute Director.
- Refer media to the Regional/Institute Director.

Recovery
- Seek support from School Guidance Officers and Employee Advisors as appropriate: http://education.qld.gov.au/health/contacts/contacts-ea.html
- Review of processes, debriefing, and memorials (if necessary).
- Complete the relevant report available from https://myhr-whs.deta.qld.gov.au
  For further information refer to http://www.police.qld.gov.au/services/general/mail.htm

2. What defines Suspicious Mail?
From time to time persons pursue a grievance /cause, real or perceived through unlawful acts. One of these is using mail to transport harmful items. This document is intended to enhance awareness and offer advice on best practice in relation to the subject.

Unopened package

If you suspect that you have received a package that may contain hazardous material and it remains unopened:
- Turn off the air-conditioning system
- Place the item in a plastic bag and seal it
- Place all items in a second plastic bag and seal that bag.
- Stay in your office or immediate work area.

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DEPARTMENT OF **EDUCATION, TRAINING AND EMPLOYMENT**

Suspicious Mail
Continued

- This also applies to co-workers in the same room.
- Prevent others from entering the area and becoming contaminated. Remember you are not in immediate danger.
- Call for help. This may be your supervisor to call triple zero (**000**) to ask for Fire HAZMAT depending on your situation.

Advise:

- Exact location of incident – street address, building floor
- Number of people potentially exposed
- Description of package/device
- Action taken, e.g. package covered with black coat, area isolated
- Keep your hands away from your face to avoid contaminating your eyes, nose and mouth.
- If possible (without leaving the work area) wash your hands.
- Wait for help to arrive.

Opened package

If you suspect that you have received a package that may contain hazardous material and it has been opened.

- Turn off air-conditioning system
- Do not disturb the item any further. Do not pass it around. If any material has spilt from the item, do not try to clean it up, or brush it from your clothing.
- If possible, place an object over the package without disturbing it such as a large waste bin.
- Stay in your office or immediate work area. This also applies to co-workers in the same room. Prevent others from entering the area and becoming contaminated. Remember you are not in immediate danger.
- Call triple zero (**000**) to ask for Fire HAZMAT depending on your situation.

Advise:

- Exact location of incident – street address, building floor
- Number of people potentially exposed
- Description of package/device
- Action taken, e.g. package covered with black coat, area isolated

If you suspect the mail item may contain an explosive device

- Follow your normal emergency procedures
- Ring triple zero (**000**) and report emergency procedures
- Evacuate the area

What constitutes a "suspicious parcel"?

- ➤ Some typical characteristics Postal inspectors have detected over the years, which ought to trigger suspicion, include parcels that:
- Are unexpected or from someone unfamiliar to you
- Are addressed to someone no longer with your organisation or are otherwise outdated
- Have no return address, or have one that can not be verified as legitimate
- Are of unusual weight, given their size, or are lopsided or oddly shaped
- Are marked with restrictive endorsements, such as "personal" or "Confidential" and have protruding wires, strange colours, odours or stains.

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DEPARTMENT OF EDUCATION, TRAINING AND EMPLOYMENT   EMERGENCY MANAGEMENT

Disappearance or removal
Of student

September 2012

Immediate Action

Inform Principal/Institute Director

- Contact appropriate emergency services by telephoning triple zero (000).
- Call together the site's emergency response team to implement emergency procedures.
- Search area if applicable.

Ensure the safety of the rest of the group

- Contact parents/caregivers immediately
- Notify Education Queensland International if an international student is involved.
- Gather information to establish the status of the student's whereabouts as directed by police. (Consult with friends, siblings, teachers, families/caregivers etc)

Follow up actions

- Notify relevant stakeholders.
- Notify Regional Director (School Incident Alert Notification Process)
- Refer media to the Regional Director
- Notify police if student found.

Documentation

Complete the relevant report available from https://myhr-whs.deta.qld.gov.au

Recovery

- Establish the safety and wellbeing of student if possible
- Debriefing, counselling, review of processes.
- Seek support from School Guidance Officers and Employee Advisors as appropriate: http://education.qld.gov.au/health/contacts/contacts-ea.html

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Building Structure Collapse quick reference guide

Preparedness prior to the event
- Ensure you have completed and reviewed your Emergency Management Plan (EMP)

Immediate action
- Activate your Emergency Management Plan (EMP)
- Secure the area, ensuring there is no immediate threat to any persons.
- Determine if there are any casualties and nature of their injuries, without placing any personnel at risk.
- Attend to any injured person(s)
- Administer first aid (Qualified first aider) where appropriate (avoid contact with blood and other body fluids by using protective gloves).
- Contact appropriate emergency services by telephoning triple zero (000)
- Contact the Regional Director.
- Contact WH&S
- Evacuate the building according to circumstances

Standard precautions include:

- Good hygiene practices, including hand washing
- Use of personal protective equipment (PPE)
- Appropriate handling and disposal of sharps and other infectious waste and
- Appropriate cleaning and disinfection of contaminated items.

Call together the site's emergency response team to implement emergency procedures

- Assemble and record all site personnel.
- Determine missing persons and report to emergency service personnel.
- Contact injured person(s) family/parents.

Follow up actions
- Notify relevant stakeholders
- Report the incident to Regional Director.
- Notify BAS (07) 3234 6668 (Available 24/7)
- Notify Qld Police.
- Re-enter the building(s) only after the Infrastructure Manager or BAS have given the "all-clear"
- Monitor the safety of the repaired building(s)
- Refer media to the Regional Director
- For support on any of the above, please contact your Infrastructure Advisor
- Notify Education Queensland International if any international student is involved

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Recovery

- Seek support from School Guidance Officers and Employee Advisors as appropriate:
  http://education.qld.gov.au/health/contacts/contacts-ea.html
- Review of processes, debriefing, and memorials (if necessary).
- Complete the relevant report available from https://myhr-whs.deta.qld.gov.au

NB: School closures due to Natural/Man-made Disasters are posted on DETE website, Facebook and Twitter.

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Fire quick reference guide

If you are an owner, or a business or person, that is occupying, or managing a building in Queensland you have a **legal obligation** to ensure the safety of any person in that building in the event of a fire or other emergency.

The Queensland Fire & Emergency Service has developed 'The Fire Safety Management Tool for Owner / Occupiers' to **assist owner / occupiers in managing their compliance** with the *Fire and Rescue Service Act 1990* and the *Building Fire Safety Regulation 2008*. The 'Advisory Notes' provide further explanation and clarification of terms referenced.

It is important to note, the 'Fire Safety Management Tool for Owner/ Occupiers' and the 'Advisory Notes' are guides only. **Neither document indicates compliance** with all requirements of the *Fire and Rescue Service Act 1990* and/or the *Building Fire Safety Regulation 2008*.

Preparedness prior to the event
- Ensure you have completed your Emergency Management Plan (EMP)
- Ensure you have identified your exit routes and location of firefighting equipment
- Identify a Safe Refuge area to evacuate to

Immediate action
- Activate your Emergency Management Plan (EMP)
- Raise the alarm to warn people at the workplace.
- Notify the Fire Service (**000**)
- Call the site's emergency response team to implement emergency procedures:
  - Evacuate to nominated assembly area(s) which is clear of the danger area
  - Call a roll to check that everyone is safe
  - Restrict the danger area
  - Notify Qld Police and Qld Ambulance if required by phoning triple zero (**000**)
  - Fight the fire only if it is safe to do so and if the people involved have been trained to use the firefighting equipment.
  - Notify the Regional Director.
  - Do not disturb any potential evidence the police might find useful.

Ensure the Safety of the rest of the group
- Assist people in immediate danger – in particular people with disabilities and those requiring additional assistance.
- Attend to injured person(s).

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Fire quick reference guide

Follow instructions given by:
- Qld Police Service
- Qld Fire & Emergency Service
- Qld Rural Fire Service
- Your Regional Director
- Emergency & Security Management Unit

Follow up actions

Assume presence of Asbestos Containing Materials in debris Notify relevant stakeholders

- Report damage to facilities & grounds to the Regional Office.
- Consider closure of school, refer to **CEO Directive No.01/2010** for more information
- Report school operational status and student attendance to the Regional Director.
- Make arrangements for parents/carers/next of kin to be notified once danger has passed.
- Have appropriate authorities assess the safety of the buildings once the fire has been extinguished.
- Notify BAS (07) 3224 6666 (available 24/7)
- For support on any of the above, please contact your Regional Office Infrastructure Advisor
- Notify Education Queensland International it any international student is involved

Recovery

- Seek support from School Guidance Officers and Employee Advisors as appropriate: http://education.qld.gov.au/health/contacts/contacts-ea.html
- Review of processes, debriefing, and memorials (if necessary).
- Complete the relevant report available from https://myhr-whs.deta.qld.gov.au

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Hazardous Materials (HAZMAT) quick reference guide

What is HAZMAT?

Hazmat is a shortened term meaning "hazardous material." Hazardous material can be anything that can cause harm to living things. Some types of hazardous material include biological, chemical or physical items. They can pose a danger to individual health and to the environment. These items as stated by the Occupational Safety and Health Administration (OSHA) can be agents that contain carcinogens (cancer-causing substances), toxic agents, corrosives, explosive or flammable chemicals and unstable agents.

Preparedness

*All Education Queensland schools are eligible to register for access to Chemwatch Gold FFX online version. Chemwatch provides Material Safety Database on all hazardous and non-hazardous materials with advice if exposed to HAZMAT. To register for access, click: http://education.qld.gov.au/health/pdfs/chemwatch-registration-instructions.pdf

Immediate action

Attend to injured person(s) if necessary
- Identify the hazardous material(s) involved – chemical spillage, gaseous emission, building components.
- Call for assistance – Contact appropriate emergency service by phoning triple zero (**000**).
- Inform the Principal and call together the site's Emergency response team to activate your emergency management plan:
  o Call and co-ordinate support from Qld Police, State Emergency Services, Qld Ambulance Service and Qld Fire & Emergency Service as needed.
  o Respond to State Emergency Services as instructed.

Ensure the safety of the rest of the group
- Move people away from the immediate danger area as quickly as possible.
- Where it is possible to do so safely; prevent further spread of hazardous materials by:
  o closing doors and windows
  o drawing curtains and sealing ventilators
  o turning off air conditioners
  o extinguishing naked flames (including pilot lights)
- Once evacuated and safe, call a roll to check that everyone who might have been exposed to the hazardous material is now in a safe area.

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Hazardous Materials (HAZMAT) quick reference guide

- Qualified first aiders apply basic first aid to people affected by hazardous material and refer serious cases to Qld Ambulance Service – Refer to the Chemwatch MSDS for additional safety information.
- Do not return to the previously contaminated area until the "all clear" is given by the Qld Fire & Emergency Service / Qld Police.

Follow up actions

- Report the incident to your Region Director.
- Refer media to the Region Director.
- For support on any of the above, please contact your Regional Office Infrastructure Advisor
- Notify Education Queensland International if an international student is involved.

Recovery

Seek support from School Guidance Officers and Employee Advisors as appropriate:
http://education.qld.gov.au/health/contacts/contacts-ea.html
- Review of processes, debriefing, and memorials (if necessary).
- Complete the relevant report available from https://nwhr-whs.deta.qld.gov.au/

NB: School closures due to Natural/Man-made Disasters are posted on DETE website, Facebook and Twitter.

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Heat wave quick reference guide

What is a Heatwave?
A heat wave can be defined as a prolonged period of excessive heat. In Australia excessive heat can vary from 37°C to 42°C. A heat wave occurs when there are a number of consecutive days with above average temperature, often combined with high humidity.

Preparedness prior to the event
- Plan ahead to reduce the risk of getting heat exhaustion or a heat related illness.
- Look at alternatives to help to cool your building. For example, install awnings, shade cloth or internal blinds or curtains on the sides of the building which face the sun.
- Listen to your local weather forecast so you know if a heat wave is on the way.

Immediate action
Refer to Queensland Health guidelines
http://www.health.qld.gov.au/disaster/heat/heat-wave.asp

Keep out of the heat
- Plan your day to keep activity to a minimum during the hottest part of the day.
- If you must go out then wear lightweight, light-coloured, loose, porous clothes, a wide-brimmed hat and sunscreen and regularly rest in the shade and drink fluids.
- If you can; avoid going out in the hottest part of the day (11am – 3pm).
- AVOID strenuous activities.

Stay cool
- Wear appropriate clothing to suit the hot weather.
- Stay inside, in the coolest rooms in your building, as much as possible.
- Open up windows and doors when there is a cool breeze, when the temperature inside rises.
- Use fans and air-conditioners where possible to keep cool.

Monitor agricultural unit animals for heat stress (if applicable)
Animals can be affected by heat related illness and anyone in charge of livestock has a duty of care to provide food, water and appropriate shelter for the animal.

Signs and Symptoms of heat related illness
Although the presence of symptoms may vary from person to person, below is a list of common signs and symptoms of heat related illness that can affect people.

Sunburn	Flushed or pale skin
Heat risk or prickly heat	Cramps
Heat exhaustion*	Heat stroke*
Tiredness and weakness	Fainting/collapse
Nausea/vomiting	Headache
Dizziness	Rapid pulse
Changes to the level of consciousness (e.g. disorientation, drowsiness)	

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Heat wave quick reference guide

*Heat stroke can affect a person engaging in physical activity who has not been identified as suffering from heat exhaustion and who has persisted in further activity. Heat exhaustion and heat stroke can still occur where there has been good hydration.

First Aid
What you can do to assist anyone needing first aid: in an EMERGENCY, telephone triple zero (000) and get paramedics on the way immediately.

Please note that Education Queensland schools remain open and students are not sent home during periods of excessive heat or heat wave conditions. Schools should refer to the Managing Excessive Heat in Schools procedure at: http://education.qld.gov.au/schools/healthy/wellbeing-guidelines/heat.html

Follow up actions
Complete the relevant report from https://myhr-whs.deta.qld.gov.au

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Tsunami quick reference guide

What is a Tsunami?

A tsunami is a series of fast moving waves produced during large scale ocean disturbances. A tsunami can occur with very little warning; caused by a variety of natural or technological events, such as earthquakes, volcanic eruptions, explosions, landslides, and meteorite impacts.

A tsunami is different from regular ocean waves in several ways:

- A tsunami is a series of sea waves that are extremely long. As a tsunami crosses a deep ocean the length from crest to crest may be as much as 150 kilometers and these waves can travel at speeds of 1,000 km/h.
- A tsunami that is unnoticeable at sea, because of its long wave lengths, may reach several metres or more in height by the time that it reaches the coast.
- Regular ocean waves move in the water from the surface down to around 150m deep, but a tsunami moves in the water all the way to the seafloor. Therefore the volume of water that is moved by a tsunami is significantly more than the amount moved by regular ocean waves.
- As many tsunamis are a series of waves, there is often more than one wave and the first wave may not be the largest.

Pre-season planning

Tsunami can occur at any time of the year, coastal facilities need to be aware that the threat of Tsunami is an ongoing possibility.
- Ensure your "Tsunami Sub Plan" has been completed and reviewed.

Preparedness prior to the event

- Contact your local council to find out about the risk of tsunami in your community.
- Familiarise yourself with information about tsunami and the natural warnings signs, such as earthquakes, rumbling/roaring sounds or sudden changes in the behaviour of coastal seas (the sea level may recede dramatically).
- Visit the Bureau of Meteorology website for more information. The Bureau of Meteorology has the overall responsibility for issuing Tsunami Warnings in Australia.
- If your School is in a Tsunami prone area, develop a Tsunami Sub Plan which should be attached to your emergency management plan. Identify the nearest high ground and the safest routes to it.
- WARNINGS will be relayed through Emergency Authorities via official channels (e.g. Emergency Alert, radio, television, sign boards and the internet), Lifeguards, Surf Lifesavers and/or unofficial channels (e.g. face to face or verbal announcement).
- Depending on the level of threat determined by the Joint Australian Tsunami Warning Centre
- JATWC the Bureau of Meteorology may issue a Tsunami Warning restricted to the marine environment and immediate foreshore area for parts of the Australian coastline. Tune into warnings via Emergency Alert, the radio, television, '1300 TSUNAMI' (1300 878 6264) or the Bureau of Meteorology's website.

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Tsunami quick reference guide

Immediate action
- Activate your Tsunami Sub plan
- Listen to your local radio station for information and instructions.
- Listen carefully to the warning and act immediately on the advice provided.
- To help minimise the risk to your safety; it is important to follow the advice contained in these warnings.
- If you are on land and instructed to evacuate; follow your Tsunami Sub Plan and immediately move inland or to higher ground at least 10 metres above sea level or, if possible, move at least 1km away from all beaches, harbours and coastal estuaries/riverbank areas.
- If you are unable to leave the area, take shelter in the upper level of a sturdy brick or concrete multi-storey building and stay there until advised that it is safe to leave (homes and small buildings are not designed to withstand tsunami forces).

Follow up actions
- Tsunami Warnings will be cancelled by the Joint Australian Tsunami Warning Centre when the main threat is deemed to have passed.
- Emergency authorities will inform the public when it is safe to return to the affected area. This advice will be related through emergency authorities via official channels, such as radio, television, signboards or via the internet, '1300 TSUNAMI' (1300 878 6264) or the Bureau of Meteorology's website www.bom.gov.au/tsunami
- Contact your Regional Director
- Refer media to the Regional Director
- For support on any of the above, please contact your Regional Office Infrastructure Advisor
- Notify Education Queensland International if any international student is involved

Recovery
Seek support from School Guidance Officers and Employee Advisors as appropriate: http://education.qld.gov.au/health/contacts/contacts-ea.html

NB: School closures due to Natural Disasters are posted on DETE website, Facebook and Twitter.

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Workplace Health & Safety

What is a Critical Incident?

A Critical Incident (CI) is related to an event that lies outside the range or ordinary day-to-day living and of such nature that it would create significant stress to almost anyone. A stressful experience becomes traumatic when an increase in a perceived threat can no longer be assimilated by usual means and the mind becomes overwhelmed. Examples of Critical Incidents that could occur in schools include:

* Death of students, staff, parents and community members who are linked closely to the school environment

* A disaster i.e. fire, extensive storm causing damage etc.

* A hostage situation

* Significant physical injury and/or onset of life threatening illness

* Road accident outside school grounds

* School transport accident including accidents through excursions

* Any other event that has an unusually powerful impact on people in general.

The management of Critical Incidents includes the activities that take place prior to and following a traumatic event. The process focuses on the planning and actions so that the Critical Incident is dealt with quickly and with high level competent support mechanisms in place.

Workplace Health & Safety

www.uppercoomerasc.eq.edu.au

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School

Emergency Response Plan

2015 - 2016

Queensland
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Emergency Response Plan key contact

Key Contact:	John Daniel
Phone Details:	5580 7555
Email Details:	jdani19@eq.edu.au
Campus/es included:	Upper Coomera State College
Document Status:	Draft

Details

School or Campus/es	Upper Coomera State College
Physical Address	137 Reserve Road, Upper Coomera QLD 4209
DET Region	South East

Approvals

Name	Title	Signature	Date
Chris Capra	Executive Principal		
Sharyn Donald	Regional Director or delegate		

Review

Next review date	

Contents

1. Purpose

The purpose of this Emergency Response Plan (ERP) is to provide details of how Upper Coomera State College will prepare for and respond to a disaster or emergency situations. This includes weather, geological, biological or human events that pose risks to life, property or the environment

2. Scope

This Emergency Response Plan applies to all staff, students, visitors, contractors and volunteers at Upper Coomera State College.

3. Response Strategies

When a School facility is impacted, or is about to be impacted, by a disaster or emergency this plan will be enacted at the direction of the Principal who assumes the role of School Response Controller (SRC). Each disaster or emergency may have extenuating circumstances which require the application of an additional appreciation to provide a solution to new risk or circumstance.

DET has adopted an *'all hazards approach'* to the planning of response strategies to disasters or emergencies and subsequently there are generally three response strategies that can be implemented prior to or during a disaster or emergency.

The general response strategies, which can be implemented singularly or jointly, are:

1. Evacuation of the facility;
2. Lockdown of the facility;
3. Temporary Closure of the Facility

It is also noted that disasters or emergencies may also be categorised as

- *'rising tide'* or *'slow burn'* events which enables decision makers to act prior to the impact of the event; or
- *sudden or spontaneous* events for which there are no warnings or indications that allow pre-emptive actions and the vent has to be responded to during or post impact.

Disasters or emergencies may occur under such circumstances that the School Response Controller can make pre-emptive decisions to take action and best prepare the students, staff or school for the event. This is the preferred scenario for DET in that when a disaster or emergency is identified as having a potential impact on a school, the School Response Controller can begin preparations as early as practicable with a view to ensuring the safety of students, staff and other stakeholders.

4. Mission

To ensure the safety of students, staff and any other persons within the facility.

To minimise the damage to DET property and facilities

To resume educational services when safe to do so.

5. Execution

Imminent event

Upon identifying an emerging risk to the School the School Response Controller (SRC) should;

1. Form the School Response Team (SRT);
2. Identify the risk and expected impact on the School;
3. Consider the courses of action;
4. Consult with stakeholders where practicable;
5. Decide on the strategy;
6. Implement the strategy;
7. Commence the Communication Strategy;
8. Brief the Regional Response Team (RRT) on the progress and status; and
9. Consider the Business Continuity Plan.

Event impact

Upon the impact of a sudden event on the School, the SRC;

1. Assess safety of students and staff;
2. Advise Emergency Services if required;
3. Implement Lockdown, Evacuation or Temporary Closure if required;
4. Brief the Regional Response Controller (RRC);
5. Monitor impact of event and response;
6. Commence the Communication Strategy as practicable.

Post impact

After the event has impacted the School the following should occur;

If school has been not been temporarily closed:

1. Assess safety of students and staff;
2. Assess the status of the school, noting BAS protocols;
3. If any visible damage or potential hazards eg asbestos, site access, tree damage, then engage BAS for site inspection;

4. If required consider Temporary Closure under CE Directive 1/2015; and

5. Implement Business Continuity Plan as required.

If school has been vacated (holidays, weekends) or temporarily closed under CE Directive 1/2015 then;

1. Assess safety and wellbeing of staff;

2. Assess status of school;

3. If any visible damage or potential hazards eg asbestos, engage BAS for site inspection;

4. Implement Business Continuity Plan as required;

5. Decide on resuming educational services;

6. Invoke, or continue, Temporary Closure of the school under CE Directive 1.2015 as required and advise the Regional Response Controller.

7. Utilise Communication Strategy; and

8. Re-open school after conducting a Suitability Assessment and determining that it is safe to do so.

6. Administration and Logistics

The School Coordination Centre is to be located at Central Admin where the School Response Controller (SRC) and the School Response Team (SRT) will operate if practicable. This facility has the requisite support for occupation, communications capability and other resources for the response structure. The alternate location is in the junior administration area.

Hard copies of the School Emergency Response Plan should be stored in the main Administration building of the school, held by the Principal and other staff who form part of the School Response Team.

Section 19 – provides a document, the Suitability Assessment, to be used to support the decision making around keeping schools temporarily closed or re-opening.

7. Command and Communications

The Principal will assume the role of the School Response Controller (SRC) and will form, and chair, the School Response Team (SRT).

The SRC is responsible for making decisions about the temporary closure and re-opening of schools in accordance with the CE Directive 1/2015.

When formed, the SRT is to establish and maintain communications with the Regional Response Team as practicable. In the absence of communications the SRC must operate independently until communications are able to be established.

The SRC is to maintain contact with the LDMG and attend scheduled meetings if possible or send a delegate.
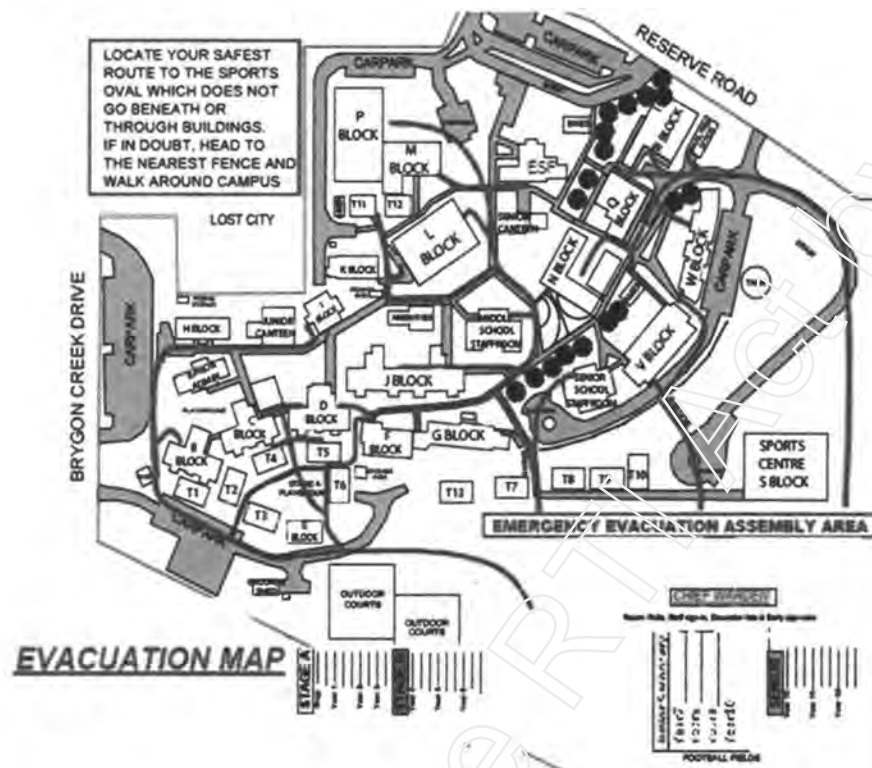
The SRT is as follows:

Role	Assigned staff including shadow	Contact details
Response Controller	Chris Capra (Executive Principal)	ccapr3@eq.edu.au
	Venesa Comino (Senior Principal)	vcomi1@eq.edu.au
Operations Officer	Kylie Gurney (Deputy Principal)	Kgurn3@eq.edu.au
	Scott Johnstone (Deputy Principal)	Sjohn459@eq.edu.au
Logistics Officer	Katrina Ryan(Deputy Principal)	Kryan30@eq.edu.au
	Glenn Howell (BSM)	Ghowe31@eq.edu.au
Public Information Officer	Shelley Kent (Public Relations)	skent0@eq.edu.au
	Tania Ryder (OperationsManager)	tryde14@eq.edu.au
Finance and Administration Officer	Glenn Howell (BSM)	ghowe31@eq.edu.au
	Tracey Pelham (Human resources)	tpelh0@eq.edu.au
Safety and Wellbeing Officer	John Daniel (Health & Safety)	jdani19@eq.edu.au
Advisory Group	Workplace health & Safety Committee	

Some schools due to their size will not have the staff to fill the suggested positions and available staff will have to undertake multiple roles.

A list of key contacts is included in this ERP. It lists the school and regional response entities and mechanisms to assist communications before, during or after an event. It also lists other agency and stakeholder contact points.

8. School/Campus Map

EVACUATION MAP

LOCATE YOUR SAFEST ROUTE TO THE SPORTS OVAL WHICH DOES NOT GO BENEATH OR THROUGH BUILDINGS. IF IN DOUBT, HEAD TO THE NEAREST FENCE AND WALK AROUND CAMPUS

Distance to Primary off-site assembly point: Approx time to reach Primary off-site assembly point:	**4 minutes from furthest point on campus**
Distance to Secondary off-site assembly point: Approx. time to reach Secondary off-site assembly point:	**11 minutes from furthest point on campus (walking around site)**

Legend

Primary off-site assembly point	**Coomera Community Centre cnr Reserve road and Abraham Road**
Route to Primary off-site assembly point	—
Secondary off-site assembly point	
Route to Secondary off-site assembly point	...
Emergency services access point	

9. Evacuation Response

The fields containing example responses below should be edited to suit the location.

Priority	Safety of students, staff, parents, members of the community and/or site visitors.		
Reporting the emergency	• Contact Emergency Services immediately on 000 • Notify the Regional Director		
Evacuation	**Signal** Rising tone alarm siren		
	Procedure Evacuate as per procedure outlined in Critical incident response (CIR) document and induction pack		
	Special considerations As per Procedure in CIR		
	Special responsibilities		
Evacuation assembly	**Assembly area/s** Oval		
	Assembly procedure 1. Class lists/rolls are checked. 2. Report all students/persons unaccounted for to the Principal (or delegate).		
Evacuation clearance	1. No person is to return to any area of the school until advised by the Principal. 2. All Clear siren is acitvated.		
General principles	Evacuation procedures will be displayed on Emergency Evacuation maps in all rooms. 1. **FIRST PRIORITY** is to the safety of pupils and persons in the school. 2. **ALL** staff, parents and visitors are automatically involved. 3. **CONTRACTORS** should sign the Visitors book at the office. 4. **ALL VOLUNTEERS** in school should sign in the 'Volunteers' book in the classroom or in Tuckshop. 5. **TUCKSHOP** manager and volunteers must follow the Evacuation Procedures including bringing the sign on book. 6. **PARENT HELPERS/TUTORS** must follow Evacuation Procedures. 7. **NO** person should be placed in a position of risk. 8. **EVACUATION** drill will be conducted at least twice a year. Annual revision of the use of Fire Extinguishers will be conducted. 9. **PRINCIPAL OR DELEGATE** is responsible for ensuring the electricity is turned off and that Emergency Services are contacted and given every assistance.		

Communications	• If the evacuation goes for an extended time then the Response Controller activates the Communications Plan to inform the parents and stakeholders via the established formats.
Pre-arrangements	• Site Emergency Evacuation Maps must be clearly displayed in all rooms. • Visitor sign-in registers maintained in the office or Tuckshop. • Emergency class lists kept by exit door. • Relief staff provided with Evacuation summary.

10. Lockdown Response

The fields containing example responses below should be edited to suit the location.

Priority	This procedure minimises access to the school environment and secures all persons in rooms.
Reporting the emergency	• Contact Emergency Services immediately on 000 • Notify the Regional Director
Lockdown	**Signal** **Intermittent alarm siren**
	Procedure 1. Administration doors are locked by office personnel. 2. Classroom doors are locked by teachers. 3. Access to any and all persons denied. 4. All outside activities and lessons stop immediately and students are taken to the nearest classroom. 5. If a class or group are not on the school site the teacher should keep the students off-site until an all clear signal is given to return. 6. Staff not in their own classroom will remain in the building and/or room they are currently in until told it is safe to move. 7. Class lists/rolls are checked. 8. Report all students/persons unaccounted for to the Principal (or delegate). 9. Students are to remain calm and silent inside classrooms out of line of sight i.e. under desks or against walls. 10. Toilet block checked by executive staff or principal (if safe to do so) to ensure all students are safely in their rooms. 11. Names of missing students should be provided to executive and front office as soon as possible. 12. Staff and students remain in their rooms until told that the school is safe.
	Special considerations
	Special responsibilities
Lockdown cancellation	1. Staff and students remain in their rooms until advised by the Principal that the Lockdown procedure is cancelled. 2. All Clear alarm siren sounded
General principles	• These help to prevent persons from entering the school site. • Normal school routine should re-commence as soon as possible after the event. • Staff to be vigilant in reporting the entry of unauthorised person or persons onto the school grounds.
Communications	• If the lockdown goes for an extended time then the School Response Controller informs the parents and stakeholders via Communications

	Strategy utilising established formats.
Pre-arrangements	• Facilities can be locked internally. • Visitor sign-in registers maintained in the office or Tuckshop. • Emergency class lists kept by exit door. • Relief staff provided with Lockdown summary. • Staff and students will be made aware of this signal and its meaning and importance at regular times throughout the year.

11. Temporary Closure Response

The fields containing example responses below should be edited to suit the location.

Priority	Safety of students, staff, parents, members of the community and/or site visitors. Staff and students must remain off-site until advised by the School Response Controller (Principal) that the school or campus is safe and available to be re-occupied and re-opened.
Decision	In accordance with CE Directive 1/2015. Consultation undertaken prior to decision to temporarily close a State School with Regional Director, Local Disaster Management Group and Advisory Group as practicable.
Reporting the closure	1. Notify the Regional Director or delegate 2. Notify the local Radio Station 3. Notify staff – phone tree 4. Notify school community – school website, school sms messaging 5. Notify other stakeholders
Temporary Closure	**Prepare** • Engage the site's Response Team • Prepare for Temporary Closure Plan with stakeholders • Undertake required communications **Respond** • Monitor the event and stay informed • Maintain communications with the LDMG and RRT • Wait till safe to deploy to site for inspection • Inspect facilities/campus to identify damage. Report damage to BAS and RRT. • Assess staff status and support required • Engage Business Continuity Plan as required • Undertake Suitability Assessment for decision to re-open or not. **Recover** • Liaise with BAS and RRT re repair schedule • Manage and support staff welfare issues • Monitor business continuity activities **Special considerations**
Re-opening	1. Notify the Regional Director – if unavailable advise ESMU 2. **Notify Radio Station (????)** 3. Advise P&C
General principles	• 'Safety before schedule' Normal school routine should re-commence as soon as possible after the event and when safe to do so.
Communications	• The School Response Controller informs the parents and stakeholders via the Communications Strategy using the established formats.

12. Specific emergencies – response procedures

The fields containing example responses below should be edited to suit the location.

Building Fire	- Call 000 for emergency services and follow advice. - Activate the fire alarm (rising tone alarm) - Report the emergency immediately to the School Response Controller who will convene your SRT if necessary. - Extinguish the fire (only if safe to do so). - If appropriate, follow the procedure for on-site evacuation. - Evacuate to the sports oval, closing all doors and windows. - Check that all students, staff, visitors and contractors are accounted for. - Contact parents as required.
Bushfire	- Call 000 for emergency services and follow advice. - Report the emergency immediately to the School Response Controller who will convene the SRT if necessary. - Determine appropriate response strategy (evacuate or lockdown) in consultation with emergency services, if possible. - Provide advice to Emergency services regarding any hazards within the school, eg, gas cylinder location. - If evacuation is required and time permits before you leave: - Make sure you close all doors and windows - Turn off power and gas. - Check that all students, staff, visitors and contractors are accounted for. - Listen to TV or local radio on battery-powered sets for bushfire/weather warnings and advice. - Contact parents as required.
Major external emissions/spill (includes gas leaks)	- Call 000 for emergency services and follow advice. - Report the emergency immediately to the School Response Controller who will convene the SRT if necessary. - Turn off gas supply. - If the gas leak is onsite, notify your gas provider. - If appropriate, follow the procedure for on-site evacuation. - Alternatively this may need to be to an off-site location. - Check students, staff and visitors are accounted for. - Await 'all clear' advice from emergency services or further advice before resuming normal school activities. - Contact parents as required.
Intruder	Call 000 for emergency services and seek and follow advice.

	• Report the emergency immediately to the School Response Controller.
	• Do not do or say anything to the person to encourage irrational behaviour.
	• Initiate action to restrict entry to the building if possible and confine or isolate the threat from building occupants.
	• Determine whether evacuation or lock-down is required. Do this in consultation with the Police where possible.
	• Evacuation only should be considered if safe to do so.
	• Contact parents as required.
Bomb or substance threat	• Call 000 for emergency services and seek and follow advice.
	• Report the threat to the School Response Controller.
	• Do not touch any suspicious objects found.
	• If a suspicious object is found or if the threat specifically identified a given area, then evacuation may be considered:
	• If appropriate under the circumstances, clear the area immediately within the vicinity of the object of students and staff
	• Ensure students and staff are not directed past the object
	• Ensure students and staff that have been evacuated are moved to a safe, designated location
	• Contact parents as required.
	If a bomb/substance threat is received by telephone:
	• Do not hang up.
	• If possible fill out the bomb threat checklist while you are on the phone to the caller.
	• Keep the person talking for as long as possible and obtain as much information as possible.
	• Have a co-worker call 000 for emergency services on a separate phone without alerting the caller and notify the School Response Controller.
	If a bomb/substance threat is received by mail:
	• Place the letter in a clear bag or sleeve.
	• Avoid any further handling of the letter or envelope or object.
	• Call 000 for emergency services and seek and follow advice.
	• Notify the School Response Controller.
	If a bomb/substance threat is received electronically or through the school's website:
	• Do not delete the message
	• Call 000 for emergency services and seek and follow advice
	• Notify the School Response Controller.
Internal emission or	• Call 000 for emergency services and seek and follow advice.

spill	• Report the emergency immediately to the School Response Controller who will convene your SRT if necessary.
	• Move staff and students away from the spill to a safe area and isolate the affected area.
	• Seek advice in regards to clean up requirements, and if safe to do so, the spill can be cleaned up by staff. Personal Protective Equipment should be worn as per the requirements of the Material Safety Data Sheet and Safety Work Procedure.
	• Contact parents as required.
Severe Weather event	***Sudden event during operational hours***
	• Call 000 if emergency services are needed and follow advice.
	• Advise the School Response Controller who will convene the SRT if necessary.
	• Before the storm, store or secure loose items external to the building, such as outdoor furniture and rubbish bins.
	• Disconnect electrical equipment – cover and/or move this equipment away from windows.
	• Secure windows (close curtains & blinds) and external doors. If necessary, tape windows and glass entrances. Utilise boards and sandbags if required.
	• Instigate a lockdown.
	• During the severe storm:
	• Remain in the building and keep away from windows
	• Restrict the use of telephone landlines to emergency calls only, particularly during a thunderstorm.
	• Report any matter concerning the safety and wellbeing of students, staff and visitors to the School Response Controller.
	• Listen to local radio or TV on battery-powered sets for weather warnings and advice.
	Forecast imminent event (e.g. cyclone, floods)
	• If weather warnings and advice from the State Disaster Management Group indicate that the location will be impacted by a severe weather event, the School Response Controller will follow the decision-making process to determine if the school will be temporarily closed.
	• The SRT will be convened.
	• If the school is to be temporarily closed, then all stakeholders will be advised including the Regional Director who will manage the School Closures advice.
	• The Temporary Closure procedure needs to be implemented.
	• After the event, if the school is situated in the impact zone, then Building and Asset Services (BAS) will determine if the site is safe

	for the School Response Controller to enter to undertake a Suitability Assessment to Re-open.
Earthquake	• Call 000 for emergency services and seek and follow advice.
	• The School Response Controller who will convene the SRT if necessary.
	• Evacuate to assembly area/s.
	• Check that all students, staff, visitors and contractors are accounted for.
	• Await 'all clear' advice from emergency services or further advice before resuming normal school activities.
	• Contact parents as required.

13. Regional Response Team & LDMG Contacts

For information about the Response Team structure or roles, refer to the *Quick Reference Guide – Response Team Roles and Responsibilities.*

The response to a disaster or emergency event will be managed by the Officer-in-Charge at the location.

Level	Team	Officer-in-Charge	Designated Officer
Region (Operational)	Regional Response Team (RRT)	Regional Response Controller (RRC)	Regional Director
School (Tactical)	School Response Team (SRT)	School Response Controller (SRC)	School Principal

The Regional Response Team is the in-line reporting structure for the School Response Team. Below is a table of contacts for the Regional Response Team.

Regional Response Team (RT)

1. Role	Assigned staff including shadow	Contact details
Response Controller	Sharyn Donald – Regional Director	s.47(3)(b) - CTPI / 5656 6603
	Alan Jones – Assistant Regional Director	s.47(3)(b) - CTPI / 5656 6617
	Margaret Gurney – Assistant Regional Director	/ 5656 6617
	Terry Cornish – Assistant Regional Director	/ 3386 4152
	Karen Lindsay – Assistant Regional Director	/ 3386 4152
Infrastructure (Operations)	Peter Kingston – Regional Infrastructure Manager	s.47(3)(b) - CTPI / 5656 6701
	Cassandra Shepherd – Infrastructure Advisor	s.47(3)(b) - CTPI
	Megan Van Wanrooy – Infrastructure Advisor	
	Glenn Zimmerie – Infrastructure Advisor	
	Rebecca Saarikko – Maintenance Advisor	/ 5656 6703
Education Services (Logistics)	Elaine Cassar – Director Regional Services	s.47(3)(b) - CTPI / 5656 6681
	Keely Sandry – Corporate Service Officer	5656 6605
CEP (Public Information)	Kristi Williams – Regional Information Officer	5656 6669
	Debbie Stafford – Regional Business Manager	5656 6657
Finance (Finance)	Mick Kelly – Regional Finance Manager	s.47(3)(b) - CTPI / 5656 6699
	Raphael McAndrew – Finance Officer	5656 6696

HR and Wellbeing (Support)	Kirsty Payne – Director, HR Business Partnering	s.47(3)(b) - CTPI / 5656 6668
	Melanie Cowan – Senior Injury Management Consultant	5656 6655

2. CHIEF EXECUTIVE'S DIRECTIVE NO. 01/2015

1.	Title	**Temporary Closure and Re-opening of State Schools in Disaster or Emergency Situations**
2.	Purpose	To provide direction to Principals on the management of schools in disaster or emergency situations.
3.	Legislative authority	This Directive is made pursuant to s.4 of the *Education (General Provisions) Regulation 2006* (EGPR).
4.	Application	This Directive applies to Principals in line with their managerial responsibilities under s.5 of the EGPR and to Regional Directors in respect of their support of and managerial responsibility for schools in their Region.
5.	Effective date	This Directive repeals *Chief Executive's Direction No.1 of 2010*. This Directive takes effect from 1 October 2015.

Authority

6. Under this directive, the Chief Executive gives authority to:
   a. Principals to temporarily close their school or campus in a disaster or emergency situation and to re-open their school or campus; and
   b. the Regional Director to, where the Principal has not already acted, to temporarily close a school, campus or schools in a disaster or emergency situation.
7. Other agencies may use their legislative powers to direct the temporary closure of a school, campus or schools. This includes the District Disaster Co-ordinator's (DDC) authority under the *Public Safety Preservation Act 1986* (PSPA).

Decision to temporarily close a school or campus

8. The person responsible for deciding to temporarily close a school or campus in a disaster or emergency situation is the Principal.
9. In making the decision to temporarily close a school or campus, the Principal of the school must:
   a. consider available disaster or emergency information relevant to their locale;
   b. consider advice of their Regional Director/Regional Response Controller (RRC) where available;
   c. consult with other principals where practicable;
   d. consider the Standard Emergency Warning Signal (SEWS) where an alert is issued for the area;
   e. consider advice from the Local Disaster Management Group (LDMG) and/or District Disaster Management Group (DDMG) where available; and
   f. consider other local stakeholder (e.g. P&C) input where applicable.
10. In making the decision to direct a Principal to temporarily close a school, campus or schools in a geographical area, the Regional Director must:

a. consider available disaster or emergency information relevant to the locale;
b. consult with principals where practicable;
c. consider advice from the Local Disaster Management Group (LDMG) and/or District Disaster Management Group (DDMG) where available.
d. consider the Standard Emergency Warning Signal (SEWS) where an alert is issued for the area;
e. consult with the Department's Executive Response Controller; and
f. consult with the non-State sector in the region where practicable.

11. Where students are unable to access safe transport, the Principal must make arrangements to ensure the safety of students at the school or campus, or an alternative site.

12. The Principal may release school staff not necessary for the supervision of students.

Communicating the decision to temporarily close a school or campus

13. The Principal of the school must make reasonable attempts to communicate the decision to temporarily close a school or campus to:
    a. the Regional Director;
    b. the school community including the Parents and Citizens' Executive;
    c. all service providers using the site or campus where applicable; and
    d. the DET Emergency and Security Management Unit (ESMU) if the Regional Director is unavailable.

14. The Regional Director may advise the media of the closure in order to facilitate communication with the community of the temporary closure.

15. The Regional Director must arrange for the closure information to be notified through the school closure website.

16. Where the temporary closure of a school or campus arises during the school day, the Principal must make reasonable attempts to contact parents to make arrangements for the transportation of students to a place of safety.

17. Where the decision to temporarily close the school or campus is made outside of normal school hours, the Principal must make reasonable attempts to notify students, parents, staff, other service providers and the school community of the temporary closure.

Decision to re-open the school or campus

18. The person responsible for deciding to re-open a school or campus following the end of a disaster or emergency situation is the Principal.

19. In making the decision to re-open a school or campus, the Principal must satisfy themselves that it is safe to re-open the school taking into account:
    a. the accessibility to and from the site;
    b. the condition of the site and infrastructure;
    c. the availability and impact of essential services;
    d. available emergency information; and
    e. the advice of their Regional Director where practicable.

Communicating the decision to re-open a school or campus

20. The Principal must make reasonable attempts to communicate the decision to re-open a school or campus to:
    a. the Regional Director;
    b. the school community including the Parents and Citizens' Executive;
    c. all Service providers using the site or campus where applicable; and
    d. the DET Emergency and Security Management Unit (ESMU) if the Regional Director is unavailable.

21. The Regional Director may advise the media of the re-opening in order to facilitate communication with the community of the re-opening.

22. The Regional Director must arrange for the re-opening information to be notified

through the school closure website.

Definitions

For the purpose of this directive the following definitions apply:

DET Executive Response Controller

A person appointed by the Director-General who is responsible for the co-ordination of emergency operations in DET. This is generally the Assistant Director-General, Infrastructure Services Branch.

District Disaster Coordinator (DDC)

The Commissioner, Queensland Police Service (QPS), appoints a chair to the DDC role and deputy Chair for each disaster district. The DDC coordinates the District Disaster Management Group (DDMG).

District Disaster Management Group (DDMG)

The DDMG is responsible for the planning, organisation, coordination and implementation of all measures to mitigate/prevent, prepare for, respond to and recover from disasters.

Disaster or emergency situation

Includes, but is not limited to, flood, fire, bushfire, cyclone, tornado, tsunami, earthquake, chemical, medical, biological, or health related matters, structural damage or other circumstances that render gathering or staying at the premises of the instructional institution temporarily unsafe.

Emergency and Security Management Unit (ESMU)

The ESMU coordinates the delivery of the Department's legislative responsibilities for the purpose of facilitating disaster management preparedness and response.

Local Disaster Management Group (LDMG)

The LDMG is responsible for the local planning, organisation, coordination and implementation of all measures to mitigate/prevent, prepare for, respond to and recover from disasters.

Principal

The person ordinarily in day-to-day charge of the State school or the person in charge in the absence of the Principal (*see* s.9 of the EGPR).

Regional Director

The person with responsibility for the management of the Department of Education and Training (DET) region.

Regional Response Controller

Person appointed to coordinate the regional preparation, response and recovery effort. Typically the Regional Director located in the vicinity of the disaster or emergency situation or their delegate.

State school

For the purposes of this Direction, means a State Instructional Institution established under s.13 or 14 of the *Education (General Provisions) Act 2006 (EGPA)*, namely State primary, secondary or special education schools, environmental education centre and outdoor education centre. A school may have an additional site(s) referred to as a campus.

Standard Emergency Warning Signal (SEWS) alerts

Broadcast if the following four factors are present:

   a. Potential for loss of life and/or a major threat to a significant number of properties or the environment. Usually the threat/impact would be the lead item in local news bulletins;
   b. A significant number of people need to be warned;
   c. Impact is expected within 12 hours - or is occurring at the time; and
   d. One or more phenomena are classified as "destructive".

Further information

The DE Directive can be located on the Directives http://ppr.det.qld.gov.au/corp/infrastructure/facilities/Procedure-Attachments/Disaster-and-Emergency-Management/(http://ppr.det.qld.gov.au/pif/directives/Pages/default.aspx)page of the

Department's *Policies and Procedures Register (http://ppr.det.qld.gov.au/Pages/default.aspx).*
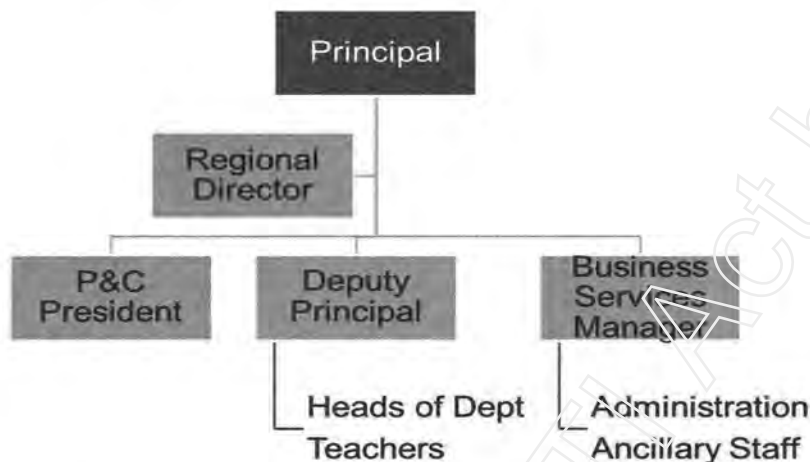Effective from 6 October 2015.

3. School communications details

Phone tree

In a disaster or emergency event, the following phone tree will be activated.

(Example only, please adjust for the location.)

School personnel contact details

Role	Name	Email(s)	Phone No. (Day)	Phone No. (After Hours)
Officer in Charge (OIC)	Chris Capra	Ccapr3@eq.edu.au	07 55 807 555	s.47(3)(b) - CTPI
Principal (secondar)	Venesa Comino	Vcomi1@eq.edu.au	07 55 807 555	s.47(3)(b) - CTPI
Principal (Primary)	Kristine Sleeth	Kslee4@eq.edu.au	07 55 807 555	s.47(3)(b) - CTPI
P&C President	Lynn LLoyd	Lynn.Lloyd@dete.qld.gov	07 5656 6626	s.47(3)(b) - CTPI
Deputy Principal	Scott Johnstone	Sjohn459@eq.edu.au	07 55 807 555	s.47(3)(b) - CTPI
Deputy Principal	Andrew Collis	Acoll87@eq.edu.au	07 55 807 555	s.47(3)(b) - CTPI
HOSES	Kylie Spann	Kspann12@eq.edu.au	07 55 807 555	s.47(3)(b) - CTPI

4. External Emergency numbers

(Applicable for the location)

Display a copy of this list next to your administration phone/s.

Group	Contact/details	Phone number
Police	Life-threatening or time critical emergency	000 – calling from land line
	Non-life threatening incident	131 444
	Local Police Station	55195 555
Ambulance		000
LDMG	http://www.disaster.qld.gov.au/Disaster-Resources/Documents/Queensland-District-Disaster-Management-Guidelines.pdf	
DDMG	http://www.disaster.qld.gov.au/Disaster-Resources/Documents/Queensland%20Local%20Disaster%20Management%20Guidelines.pdf	
Qld Fire and Emergency Services (QFES)		000
State Emergency Service (SES)		132 500
Hospital/s	Gold Coast Hospital	1300 744 284
Electricity	Energex 3664 4000	131 962
Water Corporation	Gold Coast City Council	1300 465 326
Gas supplier	The Plumbing Doctor	5530 6333
Building and Asset Services	Regional Manager	
Department of Community Safety (Regional Office)		13 7468
Child Safety Services	http://www.childsafety.qld.gov.au/contacts/index.html	1800 811 810 (Qld only)

Dept of Natural Resources & Mines	https://www.dnrm.qld.gov.au/our-department/contact-us	13 QGOV (13 74 68)

DET Contacts (When RRT not enacted)

Key contact	Contact/details	Phone number
Assistant Regional Director	Sharyn Donald / sharyn.donald@dete.qld.gov.au	5656 6603
Infrastructure Manager	Peter Kingston / peter.kingston@dete.qld.gov.au	5656 6701
Regional Health & Safety Consultant	Ken Collins / ken.collins@dete.qld.gov.au	5656 6638
DET Emergency & Security Management Unit (ESMU)	qld-dete-emru@id.ngcomms.net	07 3034 6012

Local Community Contacts

	Contact/details	Phone number
Transport Operator		
After-hours Care Operator	Community Kids daycare	07 5502 7066
Tuckshop Convenor	Leanne Handley Lhanl34@eq.edu.au	07 55 807 555

5. Students/Staff with special needs

* Response – evacuation, lockdown or temporary closure.

Name	Class/ Room	Condition	Response*/ Assistance required	Person responsible	Family/Carer contact & mobile
As per attached	Student list and needs changes regularly and attached list updated as required.				

6. Specialist trained Staff

First Aid

Staff Member		
Valen Dyson	Julia Cullen	Peta Versgteegen
Nancy Donaldson	Kate Murrell	Shannon White Long
Katie Schram	Natalie Weir	Emma Ferrante
Jenna Cogger	Simone McKenna	Kristy Jones
Alison Martin	Clare Troy	Elisha Course
Tracey Tuhoro	Brooke Ormesher	Nick Alidenes
Samantha Perry	Nathan Shonhan	Heidi Whitsed
Danielle Feigle	Ruth Chapman	Ros Senior
Simone McKenna	Michael Hume	Aly Peel
Julie Morgan	Daryl Slinger	Linda Gifford
Louise Barnes	David Kingston	Natasha Dandy
Rachel McCrae	Angela Coombes	Sherene Fuldagli
Chantal Anderson	Robyn Gardener	Dwayne Kerrisk
Hugh Roberts	Beth Puddey	Stacey Misa
Rob Bowers	Robert Brown	Kim Weeks
Michele Pinhati-Sanders	Mathew Pigott	Sami Hicks
Steve Kilvington	Billie Doolan	Tania Ryder
Amelia Holloway	Kat Kahn	Julie Brock
Tracey Somerville	Jenean McKenzie	Chantal Anderson
Carol masters	Tamara Higgins	Annette Caltabiano
Adam Butler	Simon Taylor	
Michael Rambold	Renee Taylor	
Non Teaching	Casey Wilson	
Jeff Ross	Anthony Summers	
Annette Howell	Sonja Stephens	

Kerra-lee Smith	Shelley Adaway	
Ben Findlay	Amanda Taylor	
Rachel Silcock	Bridget Williams	
Wendy Barrett		
Caroline Van Der Merwe		
Julianne Slinger		
Rebecca Morris		
Sandra Fisher		
Allyson Randall		
Deb Kirwood		

7. Building information summary

Telephones (Landlines):

Location	Number	Location
Senior School Adminstraion	07 55 807 555	Brygon Rd Upper Coomera
Junior School Administration	07 55 807 555	Reserve Road Upper Coomera

Alarms	Location	Monitoring Company	Location of Shut-off Instructions
Fire:	Throughout College		Secondary administration stient service room
Intrusion:	Throughout College		As above
Other:			

Utilities	, Location	Service Provider	Location of Shut-off Instructions
Gas / Propane:			
Water:	Reserve Road Mains	GCCC water	Gate 1 Reserve Road
Electricity:	Energex		
Solar	N/A		

Sprinkler System

Location of Control Valve:	
Location of Shut-off Instructions:	

Boiler Room

Location:	
Access:	

Emergency Power System

Type:	
Location:	
Provides Power To:	
Location of Shut-off Instructions:	

Building and Site Hazards

Hazard Description	Location
As per MyHr Hazard report	College Wide

8. Suitability assessment to re-open the school or campus.

After an event which has caused the school to temporarily be closed the following process needs to occur in the course of deciding to re-open the school. Principals need to undertake an assessment to determine to the impact of the event on essential infrastructure and resources

SUITABILITY ASSESSMENT

Item		*Considerations*	*Observation/Mitigation*
STAFFING			
Has the event impacted on staff availability to support an acceptable staff/student supervision ratio?	Yes	If there is limited capacity to supervise students safely then remain closed. Consider contacting the Regional Response Team to request staff wellbeing support.	
	No		
ACCESS			
Is there a Police or District Disaster Management Group direction to close the school?	Yes	If the direction has not been revoked then the school or campus must remain closed.	
	No		
Does storm debris prevent safe movement around the school?	Yes	Is there a large amount of debris in school or campus grounds that prevents safe movement or supervision around the site? Can affected areas be barricaded and traffic diverted to allow safe movement around the school or campus?	
	No		
Are access roads to the school cut by debris, downed power lines or flood waters?	Yes	Liaise with the Local Disaster Management Group (LDMG) to determine when the roads will be safe to travel. Ensure access roads are not at risk of being cut off due to rising flood waters that will inhibit staff and students to leave the site safely. Contact the Local Disaster Management Group or the Police.	
	No	If the site can be accessed safely then consider re-opening if there are sufficient resources to provide for the safe supervision of students.	
BUILDINGS			
Have buildings been damaged?	Yes	If all buildings are damaged then then school or campus remains temporarily closed. If not all buildings are damaged	

Item	Considerations		Observation/Mitigation
		then consider the following: • Can access to damaged buildings be restricted to allow safe unimpeded access to other areas of the school or campus? • Are there sufficient teaching spaces available to deliver services (even in a limited capacity)? • Have Building & Asset Services (BAS) inspected the buildings and provided certification that the buildings are safe to reoccupy?	
	No		
HAZARDS			
Has asbestos-containing material (ACM) been exposed/damaged in the school grounds? Or other there other hazards that prevent human occupation eg mud, mould?	Yes	DET Policy is that no persons can be in the vicinity of damaged ACM or on site when ACM removal is undertaken. If ACM requires specialist removal then the school or campus needs to stay closed. Contact Building & Asset Services (BAS).	
	No		
WATER			
Has water supply to school been disrupted?	Yes	If *Yes*, can bottled water be sourced quickly for staff/student use? Parents can be asked to provide water for students but some bottled water will be required for emergencies. If *Yes*, is water available for amenities such as toilets? Contact the Infrastructure Manager.	
	No		
TOILETS			
Have septic tanks, sewer treatment equipment or sewage pumps been affected?	Yes	Have all the grounds been affected by sewage overflow or just an area? Can this area be barricaded off to restrict access without impacting on teaching space?	
	No		

Item		Considerations	Observation/Mitigation
Are the toilet buildings functioning and safe to be used?	Yes	Are they structurally safe and accessible?	
	No	Are other facilities available nearby or can Porta-loos be sourced.	
COMMUNICATIONS			
Have external telecommunications been affected?	Yes	If landlines have been affected then is there mobile phone capacity? Are mobile phones readily accessible? Are satellite phones required? Does an adjoining site have phones?	
	No		
ELECTRICITY			
Has the electricity supply been affected?	Yes	Are there power lines down within the school? Contact power supplier immediately. School must remain closed. Does the school have an external generator supply point installed? Can the supervision of students be undertaken without power to the classrooms? Is power required to operate the septic tanks?	
	No		
OTHER ISSUES			

DECISION RECORD

Record the decision to keep the school *Temporarily Closed* or to *Re-open* the school.

Signature:	Date : Time:
Name:	Position: