### SUBMISSIONS FOR STATE OF QUEENSLAND 11 MARCH 2011

# Department of Education and Training (DET)

### Ministers

**To 20 February 2011** The Honourable Geoff Wilson MP Minister for Education and Training

#### From 21 February 2011

The Honourable Cameron Dick MP Minister for Education and Industrial Relations

The Honourable Stirling Hinchliffe MP Minister for Employment, Skills and Mining

### **Director-General**

Ms Julie Grantham

## A. Key Functions and Role of Department

The DET delivers world-class education and training that are accessible to all Queenslanders. The range of services includes:

• Public education for almost 480,000 school students through: 936 primary schools (Prep to Year 7), 82 schools (Prep to Year 10-12), 176 high schools (including two Queensland Academies), 47 special schools, seven Schools of Distance Education, and two state education units that cater for primary and secondary levels;

- Vocational education and training (VET) to 246,000 students through 13 TAFE institutes delivering training from 95 locations across the State;
- Working with industry, the community and registered training organisations to match training to economic needs;
- Individual training and career information;
- Flexible support to re-engage youth in education and training;
- Financial assistance and statewide accreditation and regulatory systems for 465 Catholic and Independent schools;
- Regulatory services and assistance to nine Queensland universities, 27 non-university providers and in excess of 1,100 registered training providers;
- Administration and support of the apprenticeship and traineeship system across Queensland; and
- Governance of DET's education and training statutory authorities.

The DET has seven key priorities to equip every child and young person with the fundamentals for success in life, and develop Queenslanders' skills to help drive economic prosperity.

The seven key priorities reinforce DET's major goals in education and training:

- 1. Early Childhood Education and Care;
- 2. Student and School Performance;
- 3. Teaching and Learning;
- 4. Training and Skilling Queensland;
- 5. Infrastructure;
- 6. Workplace Reform; and
- 7. Policy Development.

These priorities further support DET's commitment to achieving goals set by the Queensland Government's Toward Q2: Tomorrow's Queensland strategy, particularly the following targets:

• All children will have access to quality early childhood education so they are ready for school; and

• Three out of four Queenslanders will hold trade, training or tertiary qualifications by 2020.

In addition to the Q2 targets, each priority area recognises DET's partnerships with the Australian Government and other states and territories.

## **B.** Departmental Structure and Operation

The DET's corporate governance arrangements aim to ensure the department is always managed effectively, efficiently and transparently.

An Executive Management Group (EMG) sets and reviews the strategic direction, priorities and performance objectives of the organisation to enable the efficient and effective achievement of outcomes for Queensland. A copy of DET's Organisational Structure is attached and marked '**DET-01**'.

## C. Specific Responsibilities under the Disaster Management Act 2003 and Other Relevant Legislation

Deputy Director-General Infrastructure Services Division is a member of State Disaster Coordination Group (SDCG). As part of the responsibilities of this role, the Deputy Director-General Infrastructure Services Division participated in daily teleconferences which commenced Christmas Day 2010 and during the flood preparedness phase.

Departmental officers are members of the Local and District Disaster Management Groups also established under the DM Act.

The DET representation on the Local and District Disaster Management Groups enables informed decisions to be made with regard to DET facilities closures and reopening and the use of DET facilities as evacuation centres.

### D. Preparedness for Flooding Events Generally

With regard to disaster management, a DET Emergency Response Taskforce led by the Deputy Director-General, Infrastructure Services Division and Deputy Director-General, Operations oversees DET's response to a disaster. A copy of the Department of Education Governance Model Flood (Emergency Response/Recovery) is attached and marked '**DET-02'**.

The taskforce provides a single point of coordination and information collation led by senior departmental officers. The taskforce provides support to DET's Regions, TAFE Institutes and ECEC's during the three phases of disaster management namely, the initial disaster Preparedness phase, Response phase and the Recovery phase.

The aim of the taskforce is to restore state educational facilities to pre flood standards. It is responsible for timely decision making and coordinating the response and recovery phase across all relevant areas of DET. The response phase will be completed once all affected assets are identified, immediate remedial works have been undertaken to ensure that sites are safe for reoccupation and that essential services such as power, sewerage and power are operational and following this, the recovery phase will commence. A copy of the 2011 Flood Recovery Response and Rectification Flow Chart is attached and marked 'DET-03'.

The taskforce operates in accordance with departmental documents developed specifically for disaster management and include:

- (a) Emergency Management Manual: a copy of which is attached and marked'DET-04';
- (b) Quick Reference Guides: a copy of which is attached and marked 'DET-05';
- (c) Quick Reference Guide -Storm/Flood: a copy of which is attached and marked'DET-06'; and
- (d) Design Guidelines for Education Queensland School Facilities: a copy of which is attached and marked 'DET-07'.

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The Deputy Director-General, Infrastructure Services Division approved the establishment of the Emergency Management and Response Unit (EMRU) within the Infrastructure Services Division in January 2010. This unit comprises of dedicated personnel responsible for developing state-wide emergency management policy, providing emergency advice and assistance to State Schools and TAFE Institutes and Educational workplaces, including operational response services. It also assists schools and TAFE and workplaces review response and recovery procedures for Emergency Management Plans.

Members of the EMRU lead the response to any potential disaster and will work to support all DET officers and students and other government agencies in moving to find a suitable resolution to the disaster.

A significant feature of DET's emergency protocol is to clearly define the roles and responsibilities of all key senior officers, in regional and Central Office. State wide consultation has highlighted the need to take a centralised, well co-ordinated response with any potential disaster. Officers from Infrastructure Services Division lead the response to any potential disaster and will work to support all DET officers and students and other government agencies in moving to find a suitable resolution to the disaster.

The EMRU was tasked with providing a source document, that fell in line with State and National guidelines including the DM Act, for the preparedness and education of Emergency Management and tools for an Emergency Management Plan (EMP) to assist schools in the Before (Planning & Preparedness), During (Response) and After (Recovery) phases of disasters and critical incidents.

EMRU staff have undertaken extensive research in disaster management procedures with Queensland, Victorian, South Australian and New South Wales Governments and at a distance with authorities in the USA (in California and Texas), Japan and New Zealand. The outcome of this research is a well crafted series of documents that includes the Department of Education and Training's Disaster Management Policy, protocols for individual hazards and the Emergency Management Manual (all hazards approach). Quick Reference Guides have also been developed to aid principals with hazard specific incidents to prepare or mitigate the severity of impact from a severe weather event. Areas pertinent to this research included natural disasters – bush fires, floods, cyclones, tsunamis and heatwave.

A dedicated webpage for Emergency Management and Response was created mid 2010 on the DET Oneportal website and in November 2010 the webpage was further enhanced. This site provides a tool to inform and provide emergency management policy and guidelines to the wider DET community and provides support to principals and directors. From July to December 2010 there were 420 visits to the site. From the 15 January 2011 through to 15 February 2011 there have been 150 visits to the site.

Infrastructure Services Division developed a DET specific Situation Report (Sitrep) which was managed and coordinated by the EMRU.

The Chief Executive's Directive No. 01/2010 was developed and published on line and assists principals with the necessary approval for temporary school closure in the situation of a natural disaster.

The Deputy Director-General, Infrastructure Service Division conducted weekly meetings with Infrastructure's Emergency Response Team to discuss disaster preparedness across DET.

## E. Preparation and Response to 2010/2011 Flood Events

The DET's preparation and response to the 2010/2011 flood events included the following key actions:

• On 20 October 2010, the Minister wrote to the Director-General requesting information on the department's preparedness with regard to the expected upcoming weather events. The Director-General replied to the Minister outlining the processes and documents in place to manage any event that could arise out of the expected weather events. A copy of the Director-General's letter to the Minister is attached and marked 'DET-08';

- The Deputy Director-General Infrastructure Services Division was appointed as the department's Disaster Recovery Co-ordinator;
- In early December 2010, departmental personnel were placed on call across the summer vacation period, to ensure DET's preparedness and to activate the response stage to any upcoming weather events;
- The Deputy Director-General, Infrastructure Services Division provided information sessions relating to the predicated weather forecast over the summer months. These sessions were held for TAFE Institute Directors, Regional Directors and DET's EMG;
- Correspondence from the Director-General to Principals and Institute Directors through special messages from the Director-General, emails and posts on Oneportal and Education websites concerning disaster preparedness and assistance began in early December 2010 and continued through to the end of January 2011;
- In preparation for the anticipated heavy rainfall over the Christmas period, on 22 December 2010, the EMRU provided via email, detailed information regarding predicted rainfall over the Christmas period, a link to DET's guidelines and contact lists to relevant regional staff;
- During the flood event, DET's EMG initially met daily to discuss preparedness and response actions. A DET Emergency Taskforce was also instigated and comprised of members from Infrastructure, Information and Technology, Corporate Communications and Media, Human Resources, Education Queensland, Indigenous Education and Training and Governance branches. This taskforce met daily to discuss the "response" phase;
- All DET staff unable to attend work due to floods or cyclones were provided leave entitlements in accordance with Minister for Industrial Relations Directive 18/09, Special Leave; and
- Regional staff only travelled to flood affected services once it was safe to do so, maintaining telephone and email contact where travel from offices or home was not possible.

#### DET DIVISONS

#### Information and Communication Technology (ICT)

- In early December 2010, ICT established an 'On-Duty' and an 'On-Call' contact register of key staff across the summer vacation period to ensure essential ICT Services remained operational with a reserve capacity to respond to emergencies as required;
- Information Technologies Branch (ITB) established an emergency response coordination group comprising the CIO, Executive Directors from each work unit and including Regional Technology Managers from affected regions. This group coordinated responses to requests from DET staff in the field. Meeting decisions and actions were collated into a daily Situation Report that was distributed to DET corporate and regional staff;
- As part of an ongoing mobile access strategy, all EMG members, Senior Corporate staff and every school Principal had 3G enabled access to email, web and internet services including essential applications;
- The DET enterprise platform facilitated login to the corporate network from any DET corporate office and login to the school network from any other school site. This connectivity capability allowed staff from CBD offices that were closed to relocate quickly to alternate DET sites as well as key staff with remote logins to secure access from home. As an example, the DET Service Centre was able to maintain continuous service throughout the flood including when their CBD accommodation was evacuated;
- In response to previous emergencies, ITB have developed mobile 'School-in-a-Box' kits consisting of a pre-built server and laptops with 3G Internet/wireless network capability containerised for rapid deployment to schools to restore essential applications, email, voice and data services;
- These were deployed to flood affected sites in the January 2011 period. Additional pre-configured network and server equipment was deployed on demand to other flood/cyclone affected sites;
- A similar kit was used to establish connectivity for a temporary office at the OneSteel warehouse to assist recovery and distribution of donated goods;

- As part of the existing DET ICT enterprise platform, full monitoring of all corporate and school networks has been developed which provides continuous monitoring of the health and availability of 1375 school and corporate sites, including alerts and outage times and duration. This enterprise-wide monitoring enabled ITB to prioritise both the response and recovery activities required at each affected site including escalation both internally and externally to third parties such as telecommunications service providers;
- This enterprise monitoring was used to identify schools without a valid recent backup. These schools were subsequently contacted and a remote back-up of school data was completed prior to school closures;
- In situations where whole school sites were not operational or existing conditions prevented staff and student attending, an online classroom service was established which contained learning activities matched to student year levels for Mathematics, English and Science;
- A public hotline number for isolated parents and students was established to support access to the online classrooms. In total 60 school communities were supported with access to online learning services;
- During this critical incident it was essential that up to date information on school closures was available to parents, staff and the wider community on DET's external website. The web services team established a rotational 24hr on-call service where staff were able to remote into the web application and publish updated lists within 20 mins of receipt. A direct line of communication was established between the Office of the Director-General and the on-call team to ensure a quick response to updates as they occurred;
- To assist the coordination of response and recovery activities and ensure an up to date point of truth for affected sites, ITB provided a publicly accessible web based map overlay of affected sites including information on initial damage assessment; and
- Business continuity was maintained throughout the flood / cyclone events to critical corporate applications eg payroll, finance, OneSchool, Service Centre, applications etc hosted in Polaris / CITEC datacentre(s). Access to the Training / TAFE systems was interrupted due to the loss of mains power at the Neville

Bonner Building. Access was re-established when generators were brought on-site.

#### Office of Early Childhood Education and Care

- At all times, DET remained focused on ensuring that families had access to safe and appropriate child care for their children to ensure that parents could get back to work or commence clean up activities. Importantly, returning to care also provides children with a sense of normality and a chance to play and socialise with friends and carers;
- In early November 2010, in the lead up to the summer storm season, peak bodies in the early childhood education and care sector were reminded of the need to prepare for the storm season and to work with providers to ensure appropriate disaster and emergency response plans were in place;
- In addition, the November 2010 edition of the A-Z of Early Childhood newsletter, which is produced by the Office for Early Childhood Education and Care, included advice on planning for natural disasters and requested that services up date their emergency contact details for use by the Office;
- In early January 2011, it was determined that more than 300 childcare services offering more than 15,000 places would be potentially impacted by floods in the central Queensland, south west Queensland and the Hervey Bay/Sunshine Coast areas;
- Once flooding occurred in the Toowoomba, Lockyer Valley, Ipswich and Brisbane areas in mid-January, this number grew to more than 1200 child care centres providing places for more than 71,000 children that operate in areas affected by the January 2011 flood events in Queensland;
- Given the potential scope of affected services, the Director-General identified child care as one of five essential services overseen by DET. This was in recognition of the important role that child care provision has in terms of providing a sense of normality for families and to assist in return to work activities that assist with economic recovery;
- On 13 January 2011, the Director-General approved a formal direction that supports the use of discretion by authorised officers in managing compliance in flood affected licensed services;

- At the same time, a temporary guideline was also signed by the Director-General, allowing licensed services to seek approval to operate from appropriate temporary premises under certain circumstances and with approval from the regional Early Childhood Manager. A management plan was also developed for use with services that needed to take advantage of this temporary guideline;
- Subsequently, a further temporary guideline was approved by the Director-General, allowing licensed services to seek approval to operate flexibly in relation to the ages and numbers of children to whom they provide care;
- At all times, services must remain compliant with a number of threshold health and safety requirements such as electrical, chemical and food safety, access to water and toileting arrangements, containment of children, staff:child ratios and the requirement for staff to hold Blue Cards;
- The DET has also proposed an amendment to the Child Care Regulation 2003 that provides the chief executive with the discretion to waive prescribed fees for child care services operating in an area that is the subject of a declaration under the DM Act. This will come into effect from late March 2011, pending Governor in Council approval;
- Prior to and during the flood events, the Office identified a senior officer as the single point of coordination for flood related activities. The A/Executive Director (A/ED), Regulation and Services attended EMG meetings and teleconferences with Regional Directors to assist with sharing of information and resources;
- This position also provided a single point of contact for Early Childhood Managers located in regional offices to ensure accuracy and consistency of reporting damaged and otherwise affected services, as well as facilitating effective use of resources, particularly where a damaged service provided the only child care service to flood affected communities;
- Broader departmental resources have supported the return to operation of a number of services, including through the use of State school buildings as temporary child care facilities;
- The A/ED also established contact protocols with the Australian Government's Department of Education, Employment and Workplace Relations to ensure effective communication and sharing of information;

- At all times during the flood events, the A/ED was the key contact point for all peak organisations, including:
  - o The Gowrie (Qld);
  - Queensland Lutheran Early Childhood Services (QLECS);
  - The Association of Independent Schools of Queensland Inc (ISQ);
  - Crèche and Kindergarten Association of Queensland (C&K);
  - o Goodstart Childcare Limited;
  - o Family Day Care Association Qld;
  - o Childcare Queensland (long day care services); and
  - Queensland Children's Activities Network (QCAN) (Outside School Hours Care);
- Each of these organisations had a nominated point of contact and emergency and out of hours contact occurred to ensure updated information was shared effectively;
- These organisations were also nominated as the key point of coordination for donations to the sector to ensure that damaged services were not overwhelmed with the task of dealing with offers of goodwill. These peak bodies were also able to influence the use of donations to not only assist damaged services, but to be provided directly to families in flood affected areas;
- There has been significant community support for damaged services, ranging from parents and others repairing damaged facilities and ensuring minimal interruption to operations, through to donations of goods and services from within Queensland and interstate;
- The Office coordinated the early childhood component of the regional contribution to the daily Sitrep produced by DET which informed the State Disaster Coordination Centre (SDCC);
- The Office continues to monitor the status of the eleven services approved to operate from temporary facilities, the two services approved to operate flexibly in relation to licence conditions, and to work with the seven services that have been damaged and are not currently operating (current as at 16 February 2011);
- Information in relation to the floods was communicated broadly to the sector primarily via a special web page that linked from DET's flood/disaster webpage

(http://education.qld.gov.au/earlychildhood/qld-floods.html) and updated regularly. In addition, a special flood edition of A-Z was distributed on 28 January 2011;

- The A/ED will participate on a committee established by the Department of Communities that will assess the impact of the floods on not-for-profit and other non-government organisations, ensuring that the impacts on these entities in the early childhood sector are appropriately represented;
- Consultation with the sector, including seeking feedback and suggested improvements in how disasters might be managed into the future will continue through existing mechanisms, until the recovery is completed. Stakeholders are being encouraged to make direct submissions to the Commission of Inquiry; and
- Staff were also encouraged to volunteer with flood recovery efforts while the CBD offices remained closed in the period between 11 and 14 January 2011. A number of trained community recovery officers were mobilised to flood affected areas including Emerald, Ipswich and Bundaberg.

#### Infrastructure

- Infrastructure Services Division implemented the DET specific Sitrep which was managed and coordinated by EMRU. A copy of a Sitrep is attached and marked 'DET-09'. This report has helped schools and TAFE Institutes return to normal operations sooner. During the response period of the flood events, Sitreps were distributed periodically to the SDCC, QBuild, Regional Directors, Regional Facilities Managers, Corporate Communications and Marketing, the Deputy Directors-General and the Director-General;
- Contact was made with suppliers of relocatable buildings and furniture to ensure replacement stock was in hand and minimal delays to the recovery of school infrastructure;
- During the response phase, additional human resources were identified and were deployed to the flood affected areas to provide additional support to DET's regional teams;
- Due to the severity of the event, a separate Flood Recovery Delivery Team was established to focus specifically on returning schools to pre-flood status as quickly

as possible; and

 Identification of DET and QBuild co-ordination teams to assist with the assessments and recovery of schools, TAFE Institutes and DET owned ECEC centres.

#### Finance

To preserve essential services during the recent natural disasters, Finance Branch:

- Sent several communications out to all staff prior to and during the Brisbane Floods to ensure that staff were aware of how they would receive updates regarding access to work;
- Established a key contacts list with mobile and personal contact details for all Managers and above. Managers also ensured that they had contact details for their staff to keep them informed of the status of Brisbane CBD offices and return to work arrangements;
- Key Accounts Payable staff and management attended the OneSchool site at Eight Mile Plains to ensure an essential payment run was performed on Thursday 13 January 2011 during the flood events;
- It was identified that no payments to schools or early childhood centres through GAPS were affected while the CBD was unable to be accessed;
- Communications with the Commonwealth Bank were maintained during the period to ensure that a positive cash position was maintained;
- All processing in regions unaffected during the Brisbane Floods except for ISAS2;
- Internal Orders created to capture the costs and communication sent out from Finance including "Recording of Flood Costs Matrix" which focuses on the accounting aspect;
- New internal orders were created for Regions and schools and TAFEs to capture costs associated with cleanup of flood affected areas across the state. A communication was sent out from the Branch including the "Recording of Flood Costs Matrix" which provided summary information regarding accounting for transactions associated with restoration of essential public assets to pre-disaster level of service; and

• Upon return to work after the Brisbane Floods on Friday 14 January 2011, priority tasks were identified for the Branch staff to focus on whilst there were still staff shortages.

#### **Human Resources**

The DET, in recognition of the importance of supporting staff and students following the recent natural disasters, implemented a range of support services:

- Special leave approved for employees to rectify and replace personal property and/or dependent family member property, and for employee participation in specified volunteering activities;
- Temporary redeployment or leave arrangements for those employees who were unable to travel to and from their worksite due to flooding or other damage to roads;
- Cleaning staff were not required to undertake initial cleaning and were to return to school sites only when assessed as safe by QBuild;
- Support to all DET staff has been made available for employee counselling and support through internal and external Employee Assistance Programs;
- Employee advisors are engaging in their local regions and providing support and advice to staff. They are liaising with Senior Guidance Officer's (SGO's) and Guidance Officer's (GO's), visiting schools and communicating with Principals and staff;
- A range of best-practice resources are being made available on the Department's website to support school staff, students and parents;
- Liaison with Queensland Health around public health issues for staff;
- Liaison with Public Service Commissioner and Public Sector Industrial and Employee Relations around consistent treatment of staff issues;
- DET strongly supported the Community Recovery program through the release and co-ordination of DET staff to assist impacted communities;
- To mitigate any risks associated with DET's HR/Payroll solutions (TSS & Aurion) and ensure employees would still be paid, all disaster recovery environments and business continuity activities were activated/backed-up and set-up to be deployed if required;

- Worked with Regions to ensure that a teacher was in every classroom in every school that opened on the first day of school;
- Coordinated to identify whose, if any, possessions were in storage during teacher transfer process; and
- Coordinated supply teachers to replace those staff that were either flooded in or could not access their workplace.

#### **Education Queensland**

- A fact sheet for staff (prepared by the Student Services branch) to help support students returning to schools after the floods (11/33103 and also on the DET website at <u>http://education.qld.gov.au/studentservices/floods/;</u> and
- The cessation or postponement of Vacation Professional Development and Summer School activities that were foreseen to be in flood-affected areas was a decision of the relevant DET Region, not of Education Queensland's Central Office.

#### Metropolitan Region

#### The Event

- Alternative arrangements for Central Office, including the relocation of the Director-General and senior personnel to the Metro regional offices; ARDS keeping in touch with schools; high risk school sites monitored; and
- Critical actions included communication with principals; identification and notification of schools at high risk of flooding; identification of 30 of the region's schools to be on standby as evacuation centres during the floods; high ground on school premises was made available to the public for car parking; flexible working arrangements were arranged if necessary.

#### **Recovery Phase**

• Principals undertook significant amounts of media across the region to ensure public confidence was maintained. The key messages delivered were: school is open; and acknowledging the efforts of staff, Q Build and volunteers;

- Facilities alternate site provision was facilitated as required; support was
  provided for principals to keep working with their communities; all P &C
  Presidents were contacted and were continually kept informed and involved in
  decision making; channelling donations and relief; managing volunteers;
- Principals and P&C Presidents agreed on contingencies/solutions. Parents were informed of accommodation solutions by letter, through schools' websites and with the assistance of P&C Committees. OneSchool parent contacts were utilised so the region could send letters to parents on behalf of principals;
- 3 of the 13 affected schools were provided a relocation solution: Milpera to Yeronga TAFE; Rocklea State School to Moorooka State School; Milton State School to QAMST;
- 3 other schools adopted split campus contingencies:
  - Brassall State School continues to accommodate Prep to Year 5, while Year
     6 and 7 students are attending Ipswich State High School;
  - Jindalee State School Year 7 classes housed at Centenary State High School; and
  - Corinda State School Year 7 students accommodated at Corinda State High School;
- The remaining 7 affected schools opened with all students on their usual site. These schools were Ipswich State High School, Bundamba State School, Ipswich East State School, Fernvale State School, Patrick Estate State School, Sherwood State School and Graceville State School;
- All 13 principals of affected schools were regularly visited and contacted throughout the recovery process by senior regional officers. A debrief with senior regional personnel and principals was also conducted;
- A compassionate approach was adopted around Enrolment Management Plans and fees, allowing continuing schooling for displaced students;
- Some of our schools continued important work as community recovery centres for a few weeks after school recommenced. They were Fig Tree Pocket State School, Jamboree Heights State School, Graceville State School, Yeronga State School, and Fernvale State School. An evacuation centre school also operated at Ipswich Show Grounds for the first week of school. Schools being used as recovery centres

after the commencement of the school year experienced an impact on the core business of schools and exposure of students to unknown adults. Recovery centres in schools were provided a security guard and fencing to mitigate potential issues;

- Human Resources special arrangements for staff leave were put in place and communicated; employee advisors briefed and available; information provided to Director-General about staff personally affected by flood; quick turnaround on additional staffing allocations to seriously affected schools approved by the Regional Director, including extra resources in administrative support, teacher aide, grounds, and teacher relief provisions;
- Special consideration of staffing of flood affected schools remains throughout Term 1;
- Support for the mental health and wellbeing of school communities, staff, students and parents was mobilised. The support included:
  - Senior guidance officers and guidance officers were deployed to assist targeted schools and students whose homes were flooded;
  - Literature sent to all schools aimed at teachers and students and parents about responding to difficult circumstances and dealing with difficult situations;
  - Special consideration was provided for children in care of the state who may have shifted accommodation and carers due to flood; and
  - Finance procurement assistance was provided for red zone schools;
     Regional staff visited schools to provide information to staff regarding reimbursement of lost personal items;
- IT critical support for red zone schools was provided; IT purchases were facilitated; portable communication devices were provided. Round the clock IT support ensured the best possible solutions for schools; and
- Resources the logistics of distributing donations housed and sorted in donated warehouse facilities, required regional management. Schools were not able to collect goods from distribution centres particularly during the initial recovery period as their focus remained on continuing learning as classes were established for the commencement of the school year. Region coordinated lists of items for schools and the delivery of warehouse donations.

### **Central Queensland Region**

- Held daily Senior Leadership Team meetings to discuss the flood impact to DET property, established reporting and strategies to assist school and staff;
- Undertook measures to relocate flood affected schools to alternative school site if required (Port Curtis Road & Depot Hill State School to Allenstown State School);
- Worked closely with flood affected schools (Principals) to assist with the flood recovery requirements;
- Worked closely with QBuild Region to ensue DET requirements could be met;
- Undertook first hand inspection of flood damage and assisted with flood recovery process;
- Contacted staff during the holidays to advise staff of the flood impact to their school/accommodation and process of when to return;
- Advised all staff from regional offices, unable to attend work, of leave entitlements in accordance with Minister for Industrial Relations Directive 18/09, Special Leave; and
- Contacted all teaching staff (via Principals) to check on whereabouts and welfare and availability for the start of school on Day 1.

### **Darling Downs South West Region**

The impacts in this region were significant but very localised. They did not impact on any of the DDSW Offices so that regional business continuity was not affected.

Our main work was with the schools and Early Childhood Education and Care centres that were impacted by flooding or deaths. In summary the department did the following:

#### **Physical Impact**

- Assessed the extent of the damage to schools through the Facilities Account Managers and Q Build Staff in various locations;
- Put in place a clean-up and restoration plan for each site;
- Monitored this plan for progress and final decision to open all schools on 24

January 2011;

- Established a "sign-off" process for the scope of work with projected timeframes; and
- Monitored for effective completion of restoration work

#### Staff/Student Impact:

- Mobilised available regional staff and guidance officers to work with individual principals and school communities; and
- In worst affected schools where there were associated deaths or significant impacts to well-being of students, staff or community the department provided:
  - Additional administration support to release principals and other administrators to manage the pressing issues;
  - Placed dedicated guidance officer personnel to specific schools;
  - Set up on-going counselling processes between the region and CYMS/Q Health/DOCS etc;
  - Provided additional grounds care support to address safety issues on the grounds;
  - Liaised with other Government Departments and NGOs regarding the use of buildings or placement of marques/relocatable buildings to support the WOG response; and
  - Coordinated the resupply of schools with water and resources.

## F. Preparedness for Next Wet Season

The DET has an established structured disaster management policy, systems and processes which have proven effective through two recent major disaster events. However, as part of DET's ongoing commitment to continuous improvement, an Emergency Response Review – Queensland Floods 2010-2011 and Cyclone Yasi is being established to identify potential areas that could be improved.

# G. Indication of Relevant Documents Held by Department

The DET holds a number of relevant documents. Below is an indication of the categories or types of documents held:

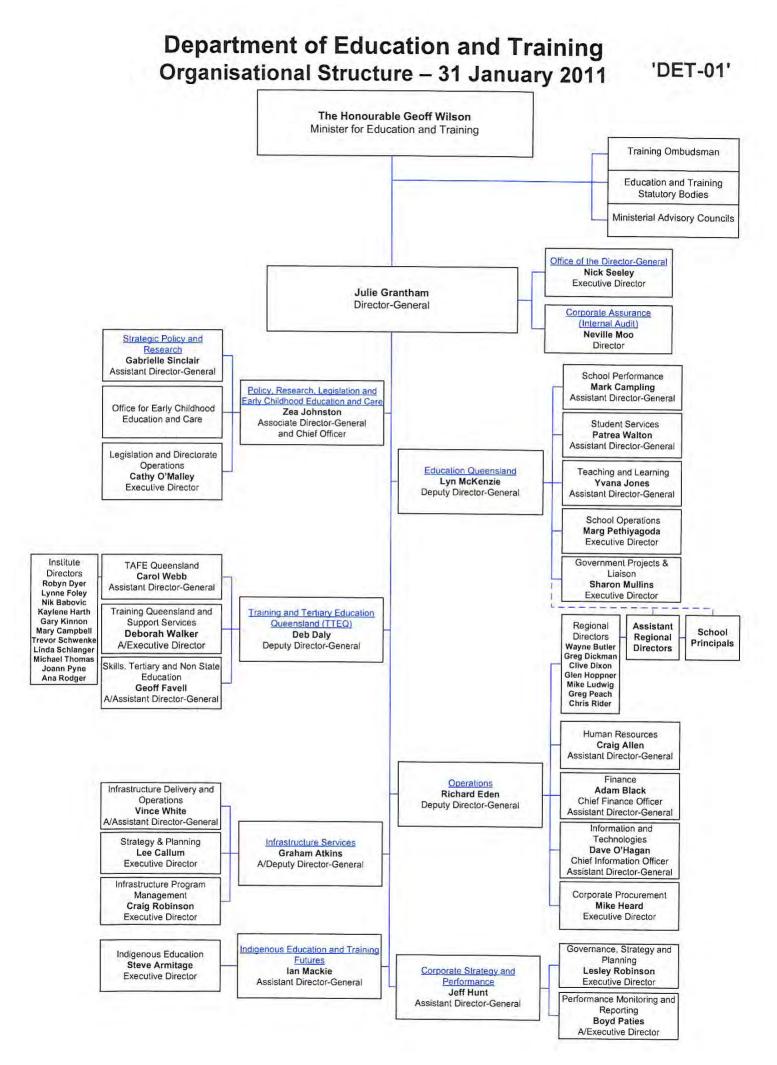
- Organisational Charts;
- Departmental Memoranda;
- Situation Reports;
- General Reports on Issues in Education;
- Fact Sheets;
- Media Releases;
- Internal Plans;
- Web-text;
- Correspondence to Schools from DET in relation to pre and post flood event activities;
- Flow charts regarding the delivery of services; and
- Online reference guides for schools.

# Index of documents attached to

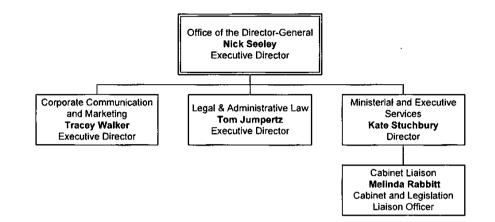
# DET

Exhibit	Description
DET-01	Organisational Structure for the
	Department of Education and Training
DET-02	Department of Education Governance
	Model Flood (Emergency
	Response/Recovery)
DET-03	2011 Flood Recovery Response and
	Rectification Flow Chart
DET-04	Emergency Management Manual
DET-05	Quick Reference Guides
DET-06	Quick Reference Guide -Storm/Flood
DET-07	Design Guidelines for Education
	Queensland School Facilities
DET-08	Director-General's letter to the Minister
DET-09	Infrastructure Services Division
	implemented the DET specific Sitrep which
	was managed and coordinated by EMRU

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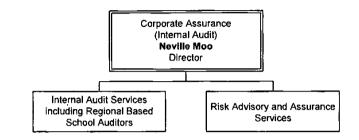


# Office of the Director-General



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# **Corporate Assurance (Internal Audit)**

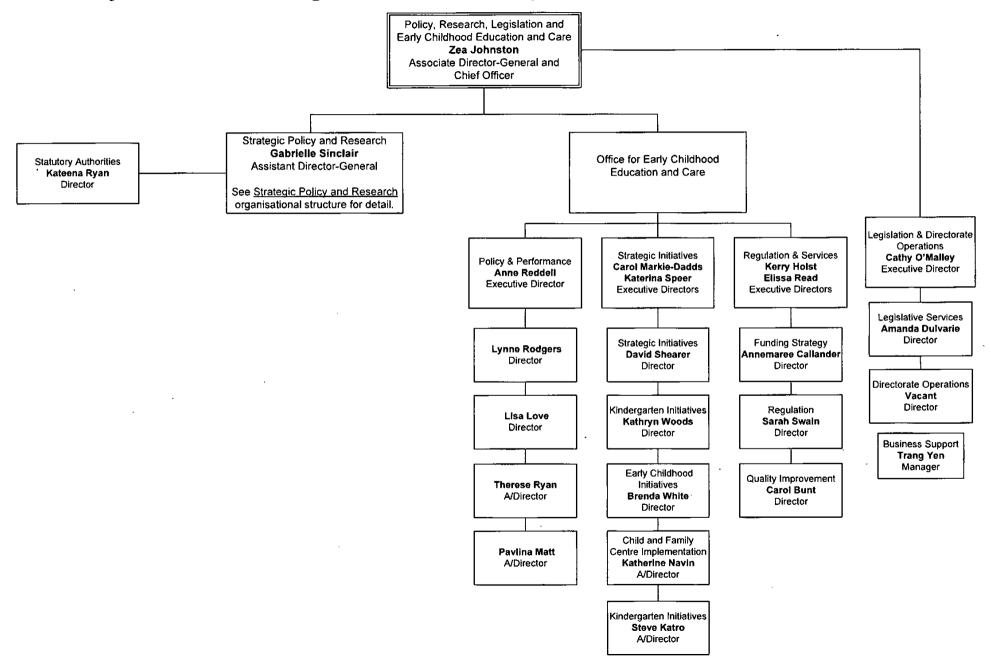


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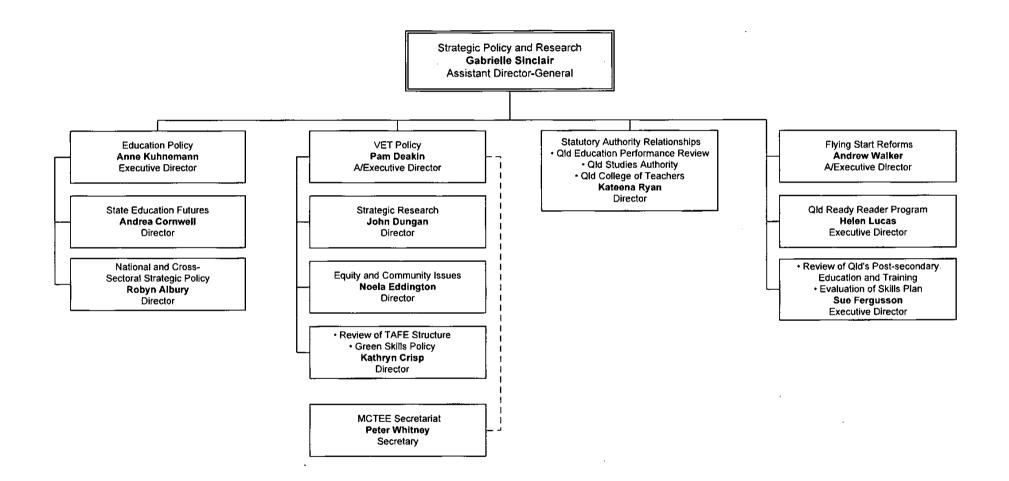
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# Policy, Research, Legislation and Early Childhood Education and Care

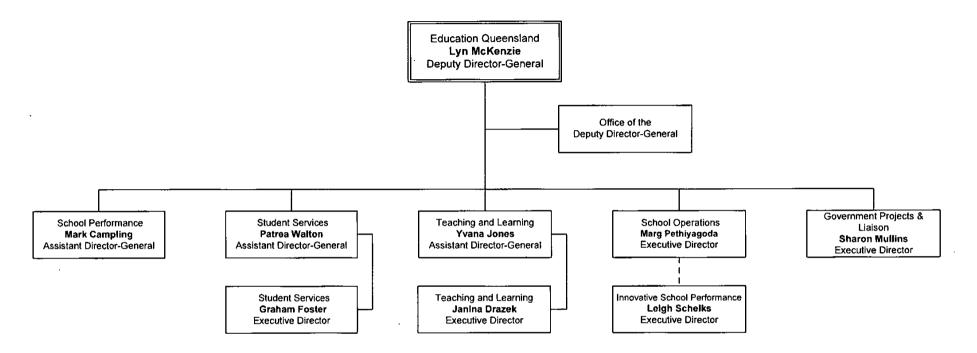


# **Strategic Policy and Research**

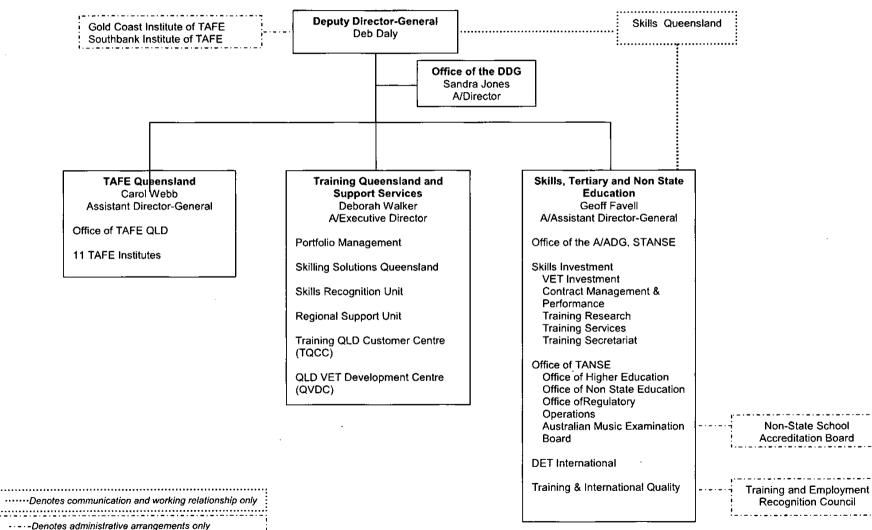


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# **Education Queensland**



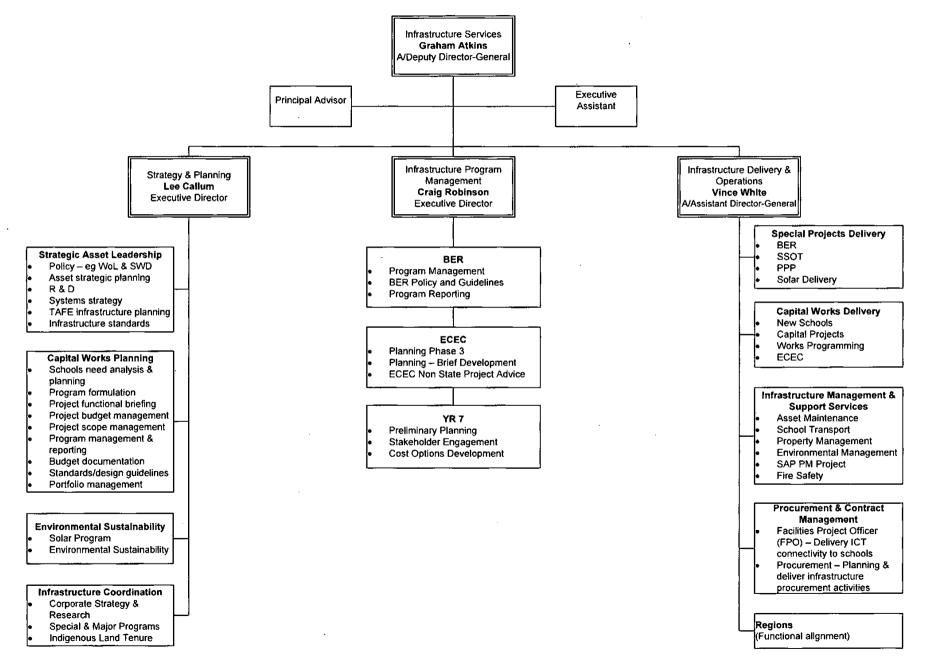
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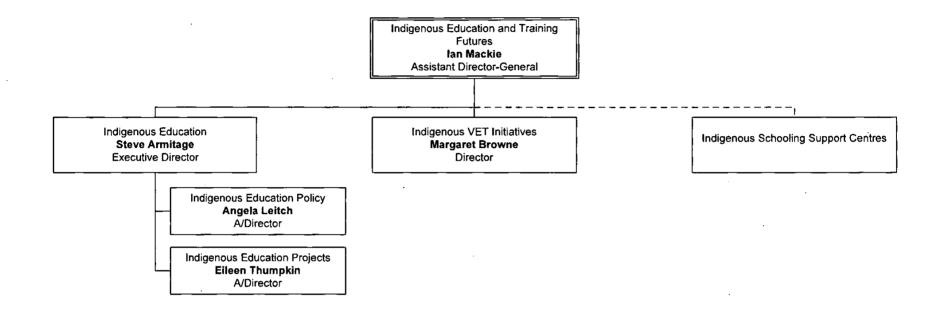
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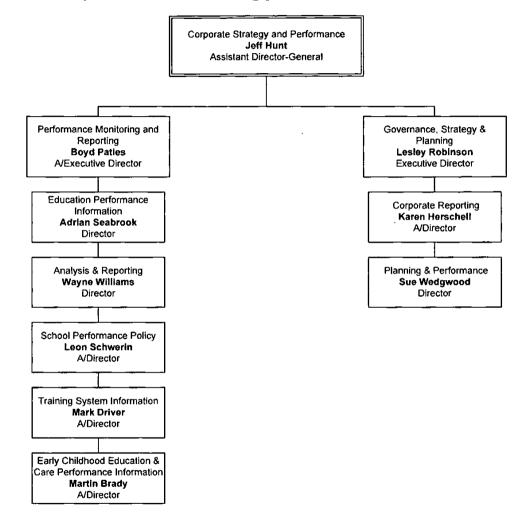
# Infrastructure Services



# Indigenous Education and Training

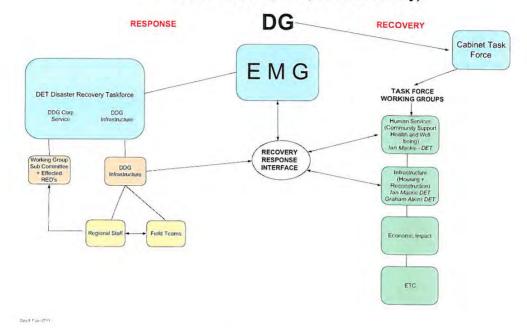


# **Corporate Strategy and Performance**



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## 'DET-02'



#### The Department of Education Governance Model Flood (Emergency Response/Recovery)

NB. The DET Disaster Recovery Taskforce was formerly known as the Disaster Response Sub Committee.

### 'DET-03'

# **2011 Flood Recovery Response and Rectification**

## **Flow Chart**

## 2011 Flood Recover Program Delivery Team Deployment

# STAGE 1

commencement (Prior to 24 January 2011)

## STAGE 2

(Post 24 January 2011)

## Secondary site assessment.

Site visit by DET Account Manager and QBuild Regional personnel.

#### Response Team Deployment

Engagement of Regional Response Teams DET Facilities Manager, Account Manager & QBuild Representative

### Scope of works establishment

Scope of works identified and agreed by School Principal, P&C President, DET Account Manager & GBuild Representative Signoff required by all stakeholders at close-out meeting

### **Commencement of Works**

Flood Recovery/Rectification works initiated by QBuild. Weekly reports on progress to be provided to DET Central & Regional Officers and communicated to Schools via DET Account Managers

## PROJECT CLOSE

Completion report provided to DET Account Manager DET Account Manager, School Principal, P&C President & QBuild Representative to sign off. 'DET-04'

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Emergency Management Manual

Schools January 2011

Emergency Management & Response Unit (EMRU)

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Published by the Infrastructure Services Division for the Emergency Management & Response Unit, Department of Education and Training Queensland January 2011

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The Department of Education and Training (Queensland) would like to acknowledge The Department of Education and Early Childhood (Victoria) for their direction and cooperation in the development of this Manual.

Authorised by the Department of Education and Training, 30 Mary Street, Brisbane, Queensland, 4000.

This document is also available on the internet at http://oneportal.deta.qld.gov.au/Services/Facilities/Forschools/Pages/D isastermanagement.aspx

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# Emergency Plan Checklist

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Have you:	1
Updated or created an Emergency Management Plan?	
Updated your emergency contacts telephone sheet including after hours contact details?	
Posted updated emergency telephone numbers in clearly visible areas near phones?	
Checked your emergency equipment (e.g. fire extinguishers, alarms, public announcement system) are in good working order?	
Decided on who does what in the event of an emergency?	
Contacted local resources such as your Regional Office, Local Government Authority or Emergency Services groups to learn more about emergency planning?	
Arranged for emergency transport to evacuate students and personnel if needed?	
Easily accessible First Aid materials, water, fire extinguishers, fire blankets and medical equipment?	
Trained staff and volunteers in how to respond to an emergency?	
Scheduled or practiced drills, such as emergency evacuations?	

## Emergencies in DET schools - Activation

	CALL	Triple zero (000)
Incident occurs	CONTACT	DET Regional Office or DET Emergency Management & Response Unit (EMRU) on (07) 3237 0954 or (07) 3247 4969
		Email: emru@deta.qld.gov.au

	wно	<ul> <li>The number and name/s of persons involved</li> <li>Name of the person reporting the emergency/critical incident</li> </ul>
	WHAT	The nature of the emergency/critical incident
Advise	WHEN	The time you became aware of the emergency/critical incident
	WHERE	<ul> <li>The location of the emergency/critical incident and contact phone numbers if the emergency/critical incident is away from the school</li> </ul>

Verify all details of reportable incidents on receipt of the critical incident report forwarded to the school
Follow Health and Safety guidelines for non-student related reportable injuries
http://education.gld.gov.au/health/safety/index.html
Follow WorkSafe guidelines for school-related reportable injuries
Note: Details relating to DET Incident Reporting Requirements can be found under <u>www.education.gld.gov.au/health/injury</u>

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## Useful contacts

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Useful References	Details		
Police/Ambulance/Fire Services	000   Life-threatening or time critical emergencies only		
	www.police.qld.gov.au Policelink   22 131 444 is the new number in Queensland to report non-urgent incidents including:		
Police	<ul> <li>wilful property damage</li> <li>stealing offences</li> <li>break and enters</li> <li>stolen vehicles</li> <li>lost property.</li> </ul>		
	Policelink <b>131 444</b> aligns with the national number for non-urgent police assistance and is open 24/7.		
Queensland Poisons Information Centre	www.health.qld.gov.au/poisonsinformationcentr		
Department of Health [including hospital(s)]	Check local listing or go to: www.health.qld.qov.au 3 HEALTH (13 43 25 84)		
ABC Radio	Broadcasts bushfire & emergency warnings www.abc.net.au/brisbane/emergencies		
Queensland Bushfire Information Current information on State-wide fire News and Bushfire Alerts			
Queensland Fire Service	www.fire.gld.gov.au		
Rural Fire Service Queensland	www.ruralfire.gld.gov.au		
Queensland Department of Environment	www.derm.gld.gov.au		
State Emergency Service	2 13 25 00 www.emergency.gld.gov.au/ses		
DET Education Information Line	www.education.gld.gov.au		
DET Emergency Management & Response Unit (EMRU)	Corr (07) 3237 0954 or (07) 3247 4969 emru@deta.gld.gov.au		
DET Ethical Standards Unit	留 (07) 3234 1514   (07) 3237 0342 Fax: (07) 3235 9996 (only if email is not available) <u>ethicalstandards@deta.gld.gov.au</u>		
DET Media Unit	窗 (07) 3237 1367		
Child Safety Services, Department of	www.childsafety.gld.gov.au   2 1800 811 810		

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Useful References	Details	
Communities	(Queensland only)	
Department of Community Services	www.communityservices.gld.gov.au 1800 177 135	
Local government authority	local council Link Check local listing (shire/council/city)	
EPA/Department of Environment & Resources Management	www.derm.qld.gov.au   🕿 1300 130 372	
Electricity	Energex 2 13 19 62 Ergon Energy 2 13 16 70	
Gas	AGL Energy Queensland 🕿 13 17 66 Origin 🕿 13 24 62	
Water	Seqwater 🕿 (07) 3035 5500	
WorkSafe	www.worksafe.gld.gov.au   2 1300 369 915	
Telecommunications	Teistra <u>www.teistra.com.au</u>   2 13 22 03 Optus <u>www.optus.com.au</u>   2 1300 307 937	
Safer Queensland	www.safer.qld.gov.au	
Psychological Well-being Embrace Program – the crisis counselling and support service	Free Call 🕿 1800 805 980 - 24 hours 7 days a week	
Lifeline	窗 13 11 14	
Salvation Army – Care line	窗 1300 363 622	
Parent line	<b>a</b> 1300 365 859	
Mensline Australia	☎ 1300 789 978	
Relationships Australia	<b>窗</b> 1300 364 277	
Centacare	S 1300 138 070	
Kids Helpline	<b>宮</b> 1800 551 800	
Alcohol Drug Information Service	窗 1800 177 833	
Needle & Syringe Information	🕿 1800 NEEDLE (633 353)	
Caring for Self and Others link	http://www.emergency.qld.gov.au/embrace/Psyc hological Wel Being.asp	
Student Services Branch DET	窗 3237 1063	
Emergency Management Australia Schools teaching aid for Students	http://www.ema.gov.au/schools	

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# **Regional Office Contacts**

Regional Office	Position	Telephone	Mobile
÷	Regional Director	4951 6902	0408 389 376
	Principal Advisor Regional Services (Mackay)	4951 6805	0409 623 115
Central	Principal Advisor Regional Services (Rockhampton)	4936 4636	0419 748 237
Queensland	Executive Services Officer (Mackay)	4951 6917	
	Executive Services Officer (Rockhampton)	4938 4663	·
Darling Downs	Regional Director	4616 9122	0427 969 609
And	Principal Advisor Regional Services	4616 9114	0438 728 451
South West Qld	Executive Services Officer	4616 9122	
Batton!	Regional Director	4046 5271	0429 627 958
Far North Queensland	Principal Advisor Regional Services	4046 5233	0409 163 142
Queensianu	Executive Services Officer	4046 5277	
	Regional Director	3422 8391	0439 770 670
	Principal Advisor Regional Services	3422 8696	0438 776 817
Metropolitan	Principal Advisor Regional Services	3280 1622	0407 573 72
	Executive Services Officer	3422 8352	
	Executive Services Officer (Ipswich)	3280 1041	
	Regional Director	3881 9612	0457 550 364
	Principal Advisor Regional Services	4121 1634	0427 119 362
	RESU Manager	3881 9619	0408 747 592
North Coast	Executive Services Officer 1	3881 9612	
	Executive Services Officer 2	4121 1680	
	Correspondence	4121 1606	
N	Regional Director	4726 3105	0438 769 978
North Queensland	Principal Advisor Regional Services	4726 3133	0409 573 849
Ancensiana	Executive Services Officer	4726 3130	
	Regional Director	5562 4803	0414 411 752
South East	Principal Advisor Regional Services	5562 4881	0404 019 080
	Executive Services Officer	5562 4803	

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# Regional Facilities Manager Contacts

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Position	Direct/Ext	Mobile
Facilities Manager, D/Downs-South West Qld Region	4616 9184	0419 735 546
Facilities Manager, South East Region	5562 4860	0418 774 405
Facilities Manager, Far North Qld Region	4046 5252	0438 445 607
Facilities Manager, North Coast Region	3881 9645	0408 110 154
Regional Facilities Manager, Metropolitan Region	3422 8303	0417 727 075
Facilities Manager, Metropolitan Region	3280 1677	0419 660 595
Facilities Manager, North Coast Region	4121 1665	0427 596 265
Regional Facilities Manager, North Qld	4726 3182	0407 737 976
Facilities Manager, Central Qld Region	4938 4641	0419 792 860

## Terms and definitions

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Terms	Definitions/ Descriptions
Assault *As defined under the Criminal Code Act.	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. <i>Applies force</i> includes the case of applying heat, light, electrical force, gas, odour, or any other substance or thing whatever if applied in such a degree as to cause injury or personal discomfort.
Bushfire	A fire in vegetation.
Bureau of Meteorology	The Bureau of Meteorology is Australia's national weather, climate and water agency. Its expertise and services assist Australians in dealing with the harsh realities of their natural environment, including drought, floods, fires, storms, tsunami and tropical cyclones. Through regular forecasts, warnings, monitoring and advice spanning the Australian region and Antarctic territory, the Bureau provides one of the most fundamental and widely used services of government.
Counter Disaster Operations and SES	The role of Counter Disaster Operations & SES is to provide statewide operational services to enhance community safety through effective disaster mitigation and management programs, volunteer support services and emergency helicopter services. It also provides strategic advice and support in regional coordination, regional resource management, operational systems management, State Disaster Coordination Centre management, and Queensland Rescue operations.
Crisis Response Team	Also known as Emergency Management Team. Team may include additional regional personnel including psychologists and social workers who would deal with response and recovery activities following a critical incident.
Critical Incident	Any event which has the potential to adversely affect the students, staff, and/or DET school community and which interrupts the normal flow of daily events. Examples include suicide, death of a student or member of a school community. See also <i>Emergency</i> .
Curriculum Activity Risk Management	Teachers and leaders responsible for the health and safety of students while on DET premises and participating in official centre, school or institute activities follow an appropriate planning process to identify mitigate the inherent risks. http://iwww.ged.gld.gov.au/strategic/eppr/health/hlspr012/
	Assault *As defined under the Criminal Code Act. Bushfire Bureau of Meteorology Counter Disaster Operations and SES Crisis Response Team Critical Incident

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DET	Department	Department of Education and Training
DFAT	Department of Foreign Affairs and Trade	Commonwealth Department which provides travel information for overseas trips made by staff and students. <u>www.dfat.gov.au</u>
		www.smarttraveller.gov.au
	Emergency	An event, actual or imminent, on or off site, which endangers or threatens to endanger life, property or the environment; and requires a significant and coordinated response. See also Critical Incident.
	Emergency Kit	<ul> <li>Contains a range of equipment or material that may assist in an emergency. It may include:</li> <li>First Aid kit</li> <li>Medical and special needs list (e.g. students with asthmatical students)</li> </ul>
		<ul> <li>and allergies)</li> <li>Special medications: (e.g. asthma inhaler, EpiPens, Adrenaline auto-injectors)</li> </ul>
		<ul> <li>Attendance record/sign in sheet, staff roster</li> </ul>
		<ul> <li>Bottled water/sunscreen/spare hats</li> </ul>
		<ul> <li>Portable non perishable snacks (e.g. sultanas, energy bars)</li> </ul>
		Emergency contacts telephone list
		Charged mobile phone
		Torch with replacement batteries
		Copy of your building site plan with marked exits
		Map of local streets with evacuation route
		Battery powered radio (if available) and spare batteries     Other
	Emergency Management	The discipline around preparing for and dealing with emergencies. The management function covers all aspects of emergencies including planning, preparedness, response and recovery phases.
EMP	Emergency Management Plan	Document used to detail assigned responsibilities, actions and procedures, required in the event of an emergency. A template for an EMP is located at the back of this guide.
	Emergency Management Team	The group identified in the Emergency Management Plan, it usually reflects the Incident Control System (ICS) structure. It may include additional regional personnel including psychologists and social workers who would deal with response and recovery activities following a critical incident. May also be referred to as a <i>Crisis Response Team</i> .

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EMRU	Emergency Management & Response Unit	DET business unit responsible for operating the DET emergency contact centre, providing emergency assistance, guidance and support with emergency management.
		Refers collectively to:
	1. · · · · · · · · · · · · · · · · · · ·	Queensland Police
		Queensland Fire & Rescue
	Emergency Services	Queensland Rural Fire Service
	Cervicea	Queensland Ambulance Service
		<ul> <li>Emergency Management Queensland</li> </ul>
		State Emergency Service
	i i i i i i i i i i i i i i i i i i i	DET business unit situated within the Student Wellbeing Division. Provides a central focus for all aspects of the prevention and management of critical incidents related to al allegations of student sexual assault or inappropriate sexualised behaviours.
	Ethical Standards	Principal Advisor Ethical Standards
	Standards	Phone: (07) 3234 1514 Fax: (07) 3235 9996
		Director, Child Safety
		Phone: (07) 3237 0342 Fax: (07) 3237 0432
		Email: ethicalstandards@deta.gld.gov.au
	Evacuation Assembly Area	Designated area where evacuated students and staf assemble that will provide relative safety.
	Evacuation Point	A point of exit from an area that requires evacuation
	Family Fire Safety Plans	Family plan that includes alternative care arrangements fo students in the event of school or students services closures Where practical, encourage parents and caregivers to have one in place. May also be referred to as a Bushfire Surviva Plan. See: www.ruralfire.gld.gov.au
	Hazard	A source of potential harm or a situation with a potential to cause loss or injury.
HSW	Health, Safety and Wellbeing Management System	The DET HSW Management System developed to clarify management of OHS and improve school safety for DET schools. www.education.qld.gov.au/health/safety
	Incident Controller	The person on the school staff designated in the ICS as in charge of the emergency and related decision-making. The Incident Controller and the Chief Warden are roles usually performed by the principal.
ICS	Incident Control System	A framework emergency management agencies and providers use to respond to an incident or emergency.

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	Incident Log	Details of an incident including who, what, when, where and how.
	Incident Reporting Requirements	Details can be found under http://education.gld.gov.au/health/safety/managing/accidents.html
MSDS	Materials Safety Data Sheet	A form containing data regarding the properties of a particular substance. An important component of product stewardship and school safety, it is intended to provide workers and emergency personnel with procedures for handling or working with that substance in a safe manner, and includes information such as physical data (melting point, boiling point, flash point, etc.), toxicity, health effects, first aid, reactivity, storage, disposal, protective equipment, and spill-handling procedures
OIC	Officer-in- Charge	The Principal or person in charge of the State Instructional Institution in the absence of the Principal (see s.9 of the EGPR).
они	Organisational Health Unit	DET business unit responsible for developing WHS, injury management and wellbeing strategy for DET. Provides general advisory support to schools and other schools in managing health and safety, WorkCover rehabilitation and employee assistance.
	Personal Support	Stage 1 – Psychological First Aid Stage 2 – Entry and Engagement Stage 3 – Assessment Stage 4 – Specialised Trauma Support Stage 5 – Follow Up
	Principal	Normally fulfils the role of Incident Controller or Chie Warden at a school.
QFRS	Qld Fire & Rescue Service	A division of the Queensland Government Department o Community Safety and the primary provider of fire and rescue services throughout Queensland.
	Qld Fire & Rescue Service - Bushfire Information	www.fire.gld.gov.au/communitysafety/bushfire
	Region(s)	DET geographical regions for administration and coordination purposes. A listing can be found in the Quick Reference Guide at the beginning of this manual with their contact details.
	Regional Emergency Management Coordinator	Normally a Regional Director whose role is to coordinate response and recovery actions to deal with an incident or emergency

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	Regional Emergency Management Plan	The Emergency Management Plan for an individual region
Ţ	Risk	The chance of something happening that will have an impact upon objectives. Generally measured in terms of consequences & likelihood.
RFS	Rural Fire Service	The Rural Fire Service (RFS), made up of approximately 34 000 volunteers (approximately 1500 rural fire brigades) and around 2400 fire wardens, and is the volunteer side of the Qld Fire & Rescue Service and it is these volunteers who provide fire services to 93% of Queensland.
	School	All State educational institutions including State primary, secondary and special education schools, State environmental education centres, and outdoor education centres
SITREP	Situation Report	Recurring report which (unlike a periodic report prepared at regular and fixed intervals) records and describes a particular occurrence or event generated by the EMRU.
	State Coordinator	The State Coordinator of response is the Chief Commissioner of Police.
SII	State Instructional Institution	An educational institution established under s.13 or 14 of the Education (General Provisions) Act 2006 (EGPA), namely State primary, secondary, TAFE or special education schools, environmental education centres and outdoor education centres.
	Workplace	A State School, TAFE Institute, or DET administrative office. See SII

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# Related policies and procedures

FCM-PR-003	Management of Asbestos Products in Schools
FNM-PR-003	Risk Management
GVR-PR-001	Police Interviews and Police or Staff Searches at State Educational Institutions
HLS-PR-003	First Aid
HLS-PR-004	Infection Control and the Management of Prescribed Contagious Conditions
HLS-PR-005	Health and Safety Incident Recording and Notification
HLS-PR-006	Managing Occupational Risks with Chemicals
HLS-PR-009	Administration of Routine and Emergency Medication and Management of Health Conditions
HLS-PR-010	Manual Handling of Students
HLS-PR-012	Curriculum Activity Risk Management
HLS-PR-015	Managing Excessive Heat in Schools
SCM-PR-002	School Excursions
SCM-PR-005	School Security
SCM-PR-006	Hostile People on School Premises, Willful Disturbance and Trespass
SMS-PR-006	Assessments Administered by Guidance Officers or Psychologists
SMS-PR-012	Student Protection
SMS-PR-018	Information Sharing under Child Protection Act 1999
SMS-PR-021	Safe, Supportive and Disciplined School Environment
SMS-PR-034	Release of Student Information to School Bus Operators
SMS-PR-035	Student Mental Health and Wellbeing
SMS-PR-036	Roll Marking in State Schools
SMS-PR-037	Disclosing Student Personal Information to the Queensland Police Service

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# Section 1: INTRODUCTION

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## A. DET policy statement

The Department of Education and Training (DET) aims to provide a safe and secure environment for all students, staff and volunteers who work or participate in DET State Schools and workplaces.

Every government workplace and school in Queensland is required to have a documented *Emergency Management Plan* (EMP) as part of its normal operational activities. The purpose of the EMP is to:

- reduce the likelihood of emergencies and critical incidents
- minimise the impact of these events on students, staff, volunteers and visitors
- facilitate the return of the school to normal operations as soon as possible.

Effective planning and management of emergencies helps minimise trauma and distress to those within schools & workplaces, and allows teaching and learning to be maintained or resumed as a priority.

### B. Purpose of this manual

The purpose of this manual is to help prepare you and your school for an emergency. It includes guidelines, planning steps and templates for creating an Emergency Management Plan (EMP) or upgrading your existing plan.

For your EMP to be effective, it must reflect the needs, risks, and resources available to your school or your local community. The best plans are local and based on the risks you face, the resources available to you and the steps you need to take.

It is expected that this manual and associated training will be updated and reissued mid-2011 following the final report of the 2009 Victorian Bushfires Royal Commission.

Questions or feedback should be directed to emru@deta.qld.gov.au

#### C. Objectives of this manual

The objectives of the Emergency Management Manual are to:

protect life

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- minimise the risks posed by different hazards
- contribute to the education and warning of communities
- where possible, protect critical resources; and
- minimise interruption to essential services.

## D. What is an emergency?

An emergency is any event which has an impact on your ability to care for or educate students under your supervision.

Unlike individual injuries, accidents, or incidents, emergencies are usually major events requiring special consideration. Guidance on responses to individual injuries, accidents, or incidents is available at:

http://oneportal.deta.qld.gov.au/Services/Facilities/Forschools/Pages/Disastermanagement.aspx

Examples of emergencies you may face are:

- bushfires
- heatwaves
- internal fires and smoke
- severe storms and internal flooding
- pandemics and Prescribed Contagious Conditions (HLS-PR-004)
- earthquake
- chemical hazard or gas leak
- violent incidents
- bomb threats / Terrorism
- tsunamis

Emergencies can be described as:

- sudden, unexpected and unpredictable events
- destructive of life, property and the environment
- having complex needs and issues
- overwhelming the capacity of individuals and the community to manage
- involving intense effort in managing the consequences
- requiring coordination of resources
- involving a high level of political and media scrutiny

#### E. How to use this manual

This manual is divided into colour-coded *Before*, *During and After* sections, each of which is intended to help you plan and create your Emergency Management Plan (EMP). A sample EMP is included in Section 5.

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# Section 2: BEFORE

Keyste	en line en lin	
1.	Understand your risks	
2.	Develop or update your Emergency Management Plan	ni -
·3.	Understand and allocate roles and responsibilities	
4.	Understand how to report an incident	3
5.	Emergencies and school camps, offsite activities and e	excursions
6.	All Hazard preparedness	
7.	Train your staff and volunteers to use the EMP	
8.	Training and exercises	x
9.	Communicate the EMP to parents and the local comm	unity

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## Emergency management planning – overview

#### A. Duty of Care

DET is obliged to plan for the safety of those attending its schools and workplaces. Students between prescribed ages are compelled to participate in educational programs for defined periods during the day, with the majority of students attending a school facility.

As a consequence of this legal obligation, DET has a duty of care to ensure that all curriculumrelated activities are conducted in safety. In the emergency management context, the duty of care requires that preplanning be undertaken for emergencies that might affect schools and workplaces from time to time.

The duty of care imposed on all levels of the school community requires reasonable steps be taken to ensure the safety of those involved in school related activities is maintained at all times, including during an emergency.

Emergencies can have a significant impact on students, staff and the school community. These impacts can be of a physical, psychological, emotional or educational nature.

DET School Principals are responsible for managing on-site and off-site school related emergencies and critical incidents.

#### B. Emergency management principles

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

- Leadership principals retain responsibility for emergency and critical incident management
- Safety the safety and wellbeing of all individuals is paramount
- Graduated response the response is increased or decreased at the school, local, regional or system level according to the level of resourcing and support required
- Support support may be within and/or external to the school and is coordinated, integrated, timely, equitable, culturally appropriate, enhances resilience and empowers school leadership
- Communication is based on verified information, is timely and appropriate to the audience
- Other agencies roles and responsibilities are understood and respected
- Confidentiality all interventions respect the privacy of members of the school community

#### C. Four phases of emergency management

Phase 1: Prevention: involves conducting an assessment to identify potential hazards and develop procedures and policies designed to mitigate or prevent damage.

Prevention activities include:

- identifying and eliminating hazards and risks
- reviewing and improving work practices
- OHS issues
- reviewing school policies
- reviewing and improving security: signage, fences, sign in for visitors
- improving work practices
- school modification.

Phase 2: Preparedness: involves developing plans, policies and procedures should the hazards identified occur.

Preparedness activities include:

- drafting and updating your EMP
- communicating the EMP
- conducting table-top exercises
- conducting evacuation, lockdown and other scenario exercises.

Phase 3: Response: involves implementing the Emergency Management Plan to respond to an emergency or critical incident in or around the facility.

Response activities include:

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- contacting the Regional Office or the EMRU to activate a response (07) 3237 0954 or (07) 3247 4969
- activating the school's Emergency Management Team
- activating and following the Emergency Management Plan
- liaising with Emergency Services and other response agencies
- adjusting and maintaining the school's facility functions to suit the situation
- managing the media, contact Public Affairs Media releases and speeches: (07) 3235 4183 or (07) 3404 3905.

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

Recovery can be defined as short (24 hours), medium (first week) and longer term.

#### Short term recovery activities include:

- coordinating recovery
- collecting information
- setting up a recovery room
- monitoring reactions
- providing psychological first aid.

#### Medium term recovery activities include:

reassurance and explanation

#### Longer term recovery activities include:

- memorials
- reviewing emergency management plans
- providing counselling, as required.

### Step 1: Understand your risks

As each school has its own characteristics, school Emergency Management Plans must be tailored; for example:

- design features differ between buildings
- different functions are conducted within buildings
- school locations and access arrangements differ
- each school has a different population with varying needs.

The key to effective emergency response is careful preparation that includes planning, training, and practice. Base your initial preparation efforts on your current capabilities. Plans and procedures can then be upgraded as you gain new skills and resources.

#### A. Factors to consider

When assessing the risk of your facility consider:

Demographic factors	<ul> <li>size of the student population</li> <li>staff numbers</li> <li>cultural factors</li> <li>student disability/health factors</li> </ul>
Geographic factors	<ul> <li>roads into and away from the school</li> <li>access to public transport</li> <li>distance from homes of students</li> <li>distance from the school to other community facilities</li> </ul>
Specific risk factors:	<ul> <li>natural emergency risks (e.g. severe storms, snow, bushfires, earthquakes, flood)</li> <li>other risks identified for the school</li> </ul>

Details of specific identified local risks can also be obtained from your local Disaster Management Group (LDMG), chaired by your Local Government Authority (LGA). Contact your Regional Office or the EMRU for further details.

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## Step 2: Developing or updating your Emergency Management Plan

#### A. School Responsibilities

All schools are required to develop and maintain a current Emergency Management Plan (EMP). See Department of Education and Training Emergency action guidelines <u>http://education.gld.gov.au/health/safety/hazards/emergency.html</u> – Emergency Planning. A sample EMP is included in Section 5 to assist you.

- Review the EMP annually and following an emergency or crisis incident.
- Test an element of the EMP, such as a partial or full evacuation or lockdown, twice yearly.
- Review personal contact information for those with designated responsibilities in an emergency quarterly.

#### B. Purpose of the EMP

The EMP assists staff prepare for emergencies that may occur by describing the work environment, potential risks and the manner in which emergencies will be managed. It assumes that staff, students and the school community will become familiar with its contents and will be regularly drilled in the procedures to be adopted during an emergency.



These plans, which may be generic in terms of their style and structure, are individual to each school and require specific content for each facility.

#### C. Planning process

Effective planning reduces the level of chaos that can occur during an emergency and will help schools return to normal operations sooner.

The following planning process should be followed when developing or updating your Emergency Management Plan (EMP):

- develop the plan in partnership with relevant internal and external stakeholders. Consider issues such as:
  - possible threats including external businesses or operations near the school that may
    pose a potential risk to the security of the school (eg. a chemical plant)
  - the design features of your various buildings and other infrastructure, such as transport access to ascertain your assets and deficits with respect to hazards
  - identifying key positions and personnel for dealing with emergencies
- communicate the plan to staff and ensure a level of familiarity with its contents, what their roles are and where it is located
- test the plan at least annually
- consider the EMP when introducing new infrastructure or foliage into your site and altering existing buildings (e.g. do not plant trees near a bushfire refuge)
- review and update the EMP following emergencies, critical incidents or changes to your facility or staffing arrangements.

#### D. Contents of a School EMP

The scope and nature of emergencies varies. Schools need to have a broad model of emergency management planning that covers planning, prevention, response and recovery arrangements.

These plans, which may be generic in terms of their style and structure, require content specific to each facility. A template that can be customised to your school is available in Section 5.

Emergency M	anagement Plan Checklist	I
	Description of site (site plan)	Τ
Facilities	Emergency warning or intercom System	
	Storage of materials/chemicals at site	
People & Control	Emergency Incident Control System & Organisation (roles & responsibilities)	
	Communication strategies	
	Community Resources List	
	Staff / Student Accounting & Release	-
	Post Emergency Record	
	Emergency Drills / Training Schedule	
	Event / Drill Log	-
	Recovery Checklist	
	Fire Protection Equipment	
Equipment	Emergency Equipment	
	Emergency Kit	
	Site / Building Plan	
Facility Details	Floor Layout	
	School Plans	
Procedures	First hour responses	
	Assessment of Potential Emergencies	
	Evacuation, Lockdown and Lockout procedure	
	Staff / Students / Others Needing Special Assistance procedure & Master List	
	Outdoor Assembly Area (For Standard Evacuation)	

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#### E. EMP Checklist

Emergency Ma	nagement Ran Checklist	1
	Safest building in the event that evacuation/relocation is not possible	
	Alternate Building Location: Walking Distance	
	Alternate Building Location: Requiring Transport	
	Relocation Plan requiring Transport	1
	School Emergency Management Team	
Roles and responsibilities	Structure	
responsibilities of the school Emergency Management Team	Contacts	
	Control	11.4
	Organisation	1.9
Evacuation / Lockdown Procedures	http://education.gld.gov.au/health/safety/hazards/emergency.html	
Dangerous Substances Register	http://education.gid.gov.au/health/safety/hazards/substances.html	
	Staff, Students, Contractors Other Individuals on Site	
Master List	Staff / Students Needing Special Assistance	1
Identifying & Analysing Risk Worksheet	http://education.gld.gov.au/health/safety/hazards/emergency.html	
Risk Treatment And Action Plan Worksheet	http://education.gld.gov.au/health/safety/hazards/emergency.html	
Staff / Student Accounting And Release Plan	Accounting And	
Emergency Drills / Training Schedule	http://education.gld.gov.au/health/safety/hazards/emergency.html	
	Short term (First 24 Hours)	
Recovery Checklist	Medium Term (The First Week)	
Choomot	Longer Term	

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Site and floor plans should show:

- emergency shut off switches (e.g. gas, power)
- evacuation assembly areas
- sheltering in place areas
- exit points
- emergency equipment
- hazardous chemical locations
- safety information such as water access, fire services

Include a brief description of the site and surrounding area and possible risks.

Alert Emergency Services to any buildings where individuals may require additional assistance.

Some Emergency Services organisations can provide stickers to help amend existing site plans with dangerous goods, fire equipment, exits, First Aid/defibrillators, assembly areas etc.

#### F. Business Continuity Measures

The objective of Business Continuity Management is to establish a sound framework to ensure the availability of key business resources that are required to support our essential business activities.

This involves an examination by each area of the Department (business units, branches, TAFE's, regions and schools) to determine the key functions they perform, and what resources would be required to continue to provide services, should a business interruption occur.

The business continuity plan of a school follows the same principles as those for Central and regional offices, and should incorporate procedures which:

- reduce the immediate impact of an event/interruption (emergency component); and
- recover and resume student services with minimal disruption (resumption component).

As schools are physical structures that exist independently from other parts of the organisation, effective communication is vital to establishing reliable continuity arrangements. Business continuity plans should clearly define:

- when the plan is to be implemented
- who has authority to initiate the plan
- who has specific delegations to action special functions
- key personnel and contact details
- specific details of emergency and resumption plans.

The Business Continuity Plan for each school should reflect the requirements identified in the AFTER (recovery) section of this manual.

For further information on Business Continuity Management contact the Governance Strategy and Planning Branch.

## Step 3: Understand & allocate roles & responsibilities

#### A. Incident Control System (ICS)

In a school setting the Incident Control System (ICS) puts one individual from the school staff in charge of the emergency and decision-making process. This individual, usually the Officerin-Charge (OIC) or designate, is the Incident Controller.

The person with this title may vary depending on the staffing and the time and type of incident. However, regardless of the incident or when it occurs, the role of the Incident Controller will be activated.

Under an ICS framework a number of additional standardised roles and positions are assigned depending on the incident, allowing separate entities involved in a disaster to communicate effectively with one another.

Other ICS positions or roles include:

- Public Information Officer
- Safety and Security Officer
- Liaison Officer
- Liaison Chief
- Planning Chief
- Finance Chief

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Operations Chief

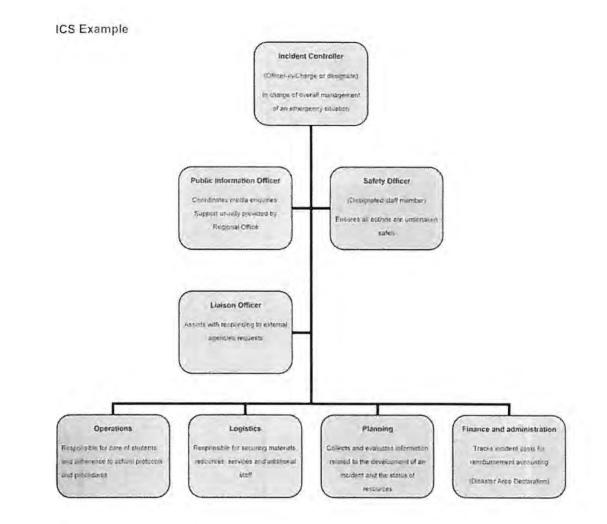
Activation of each of these positions depends on the extent and type of the incident.

When ICS is integrated with an Emergency Management Plan it can provide for systematic identification of incident management objectives, responsibility for action, accountability, and communications/ information.

The school response to the incident will be guided by the disaster plan that is in place.

In an emergency people may have to perform tasks and supervise areas and staff that are not in their job description but are within the scope of their responsibilities under ICS. ICS is a temporary organisational structure.

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#### B. Activation of Incident Control System

Internal or external events can trigger the activation of your Incident Control System. The Officer-in-Charge or their designate may activate the ICS.

Internal events occur within the school and interfere with the school's ability to maintain a normal or safe environment of care. Examples include a power cut, fire, or floods that affect school services.

External events occur outside the school. They may result in a large influx of individuals arriving on the school site and require additional staff to manage the event.

Some events may be both internal and external External explosions and building collapses may have an impact on the school's electrical or water supply and at the same time create an influx of staff and students from other schools

#### C. Role of the Officer-in-Charge (OIC)

The role of the Officer-in-Charge is to lead the development of the Emergency Management Plan. This includes identifying and documenting the demographic, geographic and specific risks that have the potential to become emergencies or critical incidents affecting the site's operations.

The Officer-in-Charge often takes on other key roles such as Chief Warden or Incident Controller, depending on the nature of the emergency.

#### D. Role of the Incident Controller

The Incident Controller determines the level of response and specific actions, considering:

- potential and likely impact of the emergency or critical incident on the school community (including students, parents, other schools and community members)
- timing of the incident (time of day, whether it occurs during a weekend or in the school holidays and upcoming events (e.g. exams or the school formal)
- extent to which the incident is site-specific or community-oriented
- location of the emergency or critical incident
- weather conditions
- cumulative effect of other emergencies or critical incidents which have affected the site in the recent past
- age and capabilities of the student population
- social, cultural, linguistic, economical, geographical and other community factors
- management role that other agencies play under legislature or policy

#### Generally, the incident controller will:

- verify information
- contact their Regional Office or the EMRU DET Emergency Management & Response Unit
- take appropriate safety precautions (e.g. turn off gas, water and/or electricity)
- administer First Aid where appropriate
- contact Emergency Services and essential services providers (i.e. gas, water and electricity) as appropriate
- ensure the incident site remains secure and undisturbed if Queensland Police or School Health and Safety are likely to be involved
- remove people from the scene to an appropriate assembly area or classroom
- account for everyone in the vicinity
- activate an incident management team to plan further actions and enact the Emergency Management Plan
- allocate responsibilities
- record details of event, including the source/s of information and make notes as information is received
- gain family/ police authority to release information
- offer immediate comfort and support to those most affected

- make direct contact with affected staff or families. Note: in the case of a death Police contact the family.
- prepare information for staff
- prepare a statement for informing students and determine method of delivery
- brief all staff of known facts and ensure everyone knows how to respond to media (i.e. direct all enquiries to the on-site liaison officer) and understands support strategy for students and staff
- inform students using a prepared statement and offer comfort and support. Consider siblings and close friends
- set up a recovery room
- send the inconsolable to recovery area and/or Student Services staff (school psychologist, nurse, chaplain, coordinators)
- make arrangements for students/siblings/parents to be reunited
- prepare a written statement related to incoming enquiries and for students to take home to their parents. Liaise with your Region, EMRU, DET Media Unit (3237 0761) and other agencies before releasing information
- consider staff and students absent or off-site today, relief staff, ex-students and ex-staff who need to be informed
- identify and notify others who need early advice. (e.g. School Council, key community agencies, other schools affected, other regions, catholic and independent schools)
- consider the Employee Assistance Program for staff in need
- undertake recovery operations at the end of the day
- operationally debrief all staff as necessary
- review with the Emergency Management Team and plan for the next day
- organise necessary relief/additional staff to meet teaching, support, administration and front office needs
- ensure support for the leaders of the school response and those who have been supporting others. This may involve support from the Employee Assistance Service <u>http://education.gld.gov.au/health/contacts/contacts-ea.html</u> or those in need
- liaise with local agencies for possible after hours/weekend support

#### E. Role of Fire Wardens

The role of the Chief Warden (usually the Officer-in-Charge or designate) is to:

- create and maintain an incident log
- ascertain the nature of the emergency and determine appropriate action
- ensure that the Qld Fire & Rescue, Qld Police, Qld Ambulance or other Emergency Services have been notified by telephoning triple zero (000)
- ensure Area Wardens are advised of the situation
- initiate evacuation, lockdown or control entry to the affected areas if necessary
- brief Emergency Services personnel upon arrival on type, scope and location of the emergency and the status of the evacuation and, thereafter, act on the senior officer's instructions
- record instructions and information between chief warden and the floor wardens and occupants

Deputy Chief Warden (Assistant OIC / Designate) assists the Chief Warden and assumes the responsibilities of the Chief Warden role, as required.

#### F. Floor Area Wardens (staff)

On hearing an alarm or on becoming aware of an emergency, the other wardens:

- implement the emergency procedures for their floor or area
- ensure the appropriate emergency service has been notified by telephoning triple zero (000)
- check the area for any abnormal situation
- commence evacuation if necessary
- communicate with the Chief Warden by whatever means available and act on instructions
- advise the Chief Warden as soon as possible of the circumstances and action taken
- co-opt persons as required to assist during an emergency
- confirm the activities of wardens have been completed and report this to Chief Warden.
- assist persons with disabilities
- act as leader of groups moving to nominated assembly areas
- report to the Chief Warden on completion of required activities

#### G. Emergency Management & Response Unit (EMRU) responsibilities

EMRU is responsible for developing state-wide emergency management policy, providing emergency advice and assistance to schools, including operational response services. It also assists schools review response and recovery procedures for Emergency Management Plans.

EMRU staff work directly with schools and Emergency Services to maintain staff and student safety until the emergency is resolved. This may include coordinating specialist psychological services to students and teachers.

EMRU will immediately notify:

- Regional Offices about injuries and other incidents that may need counselling support for staff and students
- Infrastructure Division for major fires or structural damage
- Ethical Standards Division for incidents involving allegations of a sexual nature or Student Services Branch where allegations of a sexual nature between students.

#### H. Regional coordination

DET Regional Offices play a key role in emergency management planning, in providing planning advice, coordination or support and in making resources available during emergencies.

Regional personnel including specialist support staff, psychologists and social workers (e.g. Employee Advisors) provide the first level of coordination and support when the emergency is beyond the local resources of the school. Regional roles and responsibilities are described in Regional Emergency Management Plans.

The Regional Emergency Management Coordinator (normally a Regional Director) determines when regional coordination is required. An officer nominated by them may be directed to control response and recovery activity at the site of the emergency.

Regional role and responsibilities are described in Regional Emergency Management Plans.

#### I. Role of Regional Emergency Management Team

Regional personnel including specialist support staff, psychologists and social workers provide the first level of coordination and support when the emergency is beyond the local resources of the school.

DET psychologists and social workers have a major role in working with staff and students during emergencies and will liaise with other agencies in providing specialist recovery services to schools. Your Emergency Management Plan should recognise the role of other agencies during emergencies and describe arrangements for working with the DET specialist support staff.

#### J. Local Coordination

The Officer-in-Charge (or their delegate) is normally responsible for coordination and control in an emergency affecting the school. Other terms used to describe this role are Incident Controller and Chief Warden

The Regional Office assumes responsibility for control and coordination when local resources are inadequate, when the emergency affects more than one school or when determined by the Regional Emergency Management Coordinator.

The State Coordinator is responsible for coordination where circumstances require statewide coordination,

#### K. Role of Emergency Services

The Emergency Services (Qld Police, Qld Fire & Rescue, Qld Ambulance, State Emergency Service) should be contacted immediately when an emergency occurs. One of the Emergency Services may assume legal responsibility for control and coordination of response activity on arrival and will retain control until their services are no longer required.

#### L. Guidance Officers

Guidance Officers play a key role in assisting schools and school communities when a critical incident occurs.

The guidance officer's role may include:

- support and advice to administration staff in the management of the response to the critical incident.
- assisting school staff, students and families to understand the impact of a traumatic event.
- developing and implementing the support programs (defusing, debriefing, counselling) to those emotionally and psychologically affected by the incident.

The guidance officer's role is to guide the psychological support required to deal with the incidences.

## Step 4: Understand how to report an incident

Critical Incidents must be reported to your Regional HR Officer or Regional Director

#### A. Critical incident reporting

A critical incident is any event which has the potential to adversely affect the students, staff, or school community and interrupts the normal flow of daily events.

Examples of critical incidents include suicide and death of a student or member of the school community. Other traumatic events such as fires or flooding can have a significant impact on the school's ability to provide an effective learning environment for a period of time.

A critical incident in a school is likely to affect the physical, psychological and emotional well being of staff and students and may have a minimal or significant impact on the school community. Some people will be more emotionally affected than others, but no-one involved should be ignored.

If handled properly, a critical incident can make a school community stronger in the long-term. If not, it can tear the school community apart. In times of crisis, direction from professionals coupled with trained compassionate staff help contain the emotional disruption associated with a traumatic event.

#### B. Reporting incidents

Where the safety of staff or students is at risk, there is criminal activity, a threat to property or the environment, it must be reported immediately to the local police station or to emergency services by telephoning triple zero (000). It must then be immediately reported to the regional HR officer or Regional Director.

Report the following incidents to the regional HR officer or Regional Director:

- fatality including illness, and suicide
- serious injuries (involving visiting a GP, ambulance transport or hospitalisation)
- transport accidents
- assault, threat of assault or offensive behaviour
- hostile person(s) on property
- firearms, weapons or bomb threats
- siege, hostage, disappearance or removal of a student, staff or others
- outbreak or incidence of disease
- criminal acts (violence, theft, arson, vandalism, graffiti)
- sexual assault or allegations involving inappropriate sexualised behaviour
- drug use and possession of (marijuana, non prescription medication, etc...)

# Step 5: Preparing for school camps, offsite activities and excursions

#### A. Preparation

Officers in Charge must ensure that:

- adequate pre-excursion planning and emergency preparation is undertaken and other safety considerations take place, including preparing students undertaking the activity
- full records are maintained and that if, accidents or injuries occur, comprehensive reports are completed and filed promptly

Principals, teachers, school councillors and others involved in school excursions, including camps and adventure activities, must anticipate the possibility of litigation following an incident or injury. They must be prepared for a detailed examination of all their actions, their planning and the curriculum role of the particular activity.

#### B. Approval

Prior to the conduct of an excursion (variations to school routines), the approval of the school Principal must be obtained. In approving the excursion, consideration should include the:

- contribution of the activity to the school curriculum
- adequacy of the planning, preparation and organisation in relation to:
  - school policy, guidelines and advice provided by DET in SCM-PR-002: School Excursions (<u>http://education.qld.gov.au/strategic/eppr/schools/scmpr002/</u>)
  - information provided by community groups and organisations that specialise in the activity proposed
  - appropriateness of the venue
  - consideration of seasonal and locality factors that might increase risks (i.e. bushfire season)
- provisions made for the safety and welfare of students and staff
- experience and competence of staff relevant to the activities being undertaken
- adequacy of student supervision

#### C. Offsite activities emergency management

The school Emergency Management Plan should extend to and incorporate all off-site activities and include the impact on student supervision if staff are required to assist injured students or go for help.

All excursion staff and, where appropriate, students need to be familiar with the procedures for dealing with emergencies on each excursion. Emergency procedures pertaining to campsites should be explained as soon as practicable after arrival and a trial evacuation exercise should be carried out immediately to familiarise staff and students with emergency evacuation protocols and ensure the procedures are appropriate.

On days of extreme fire danger, the Officer-in-Charge may need to cancel excursions at short notice. Where excursions are not cancelled, special fire safety precautions will be required.

# Step 6: Natural disaster preparedness

## A. Application

Effective planning reduces the level of chaos that can occur during an emergency and will help schools return to normal operations sooner.

All schools should regularly review their Emergency Management Plans in light of recent unprecedented and increasing bushfire activity.

Checklist	1
Check DET website for potential and actual closure http://oneportal.deta.gld.gov.au/Pages/Default.aspx	
Check relevant Emergency Services website for current information http://www.emergency.qld.gov.au/emq/	
Determine who is responsible for monitoring fire risk information and how	
Review Emergency Management Plan annually in September prior to the official start of the bushfire season and cyclone season.	
Ensure communication procedures are in place to contact parents/ guardians and students in the event of closure or evacuation	
Allocate roles and responsibilities of Principals, staff and parents in executing emergency evacuation procedures	

# B. Early communication is vital

In the event of a natural disaster, the prime consideration is the safety of all persons onsite.

During such an event considerable confusion and worry may be prevented if the people concerned know the procedures to be adopted. Schools must make sure that all persons onsite are aware of these procedures. Ask parents and staff to familiarise themselves with these procedures and to discuss them with students.

Where the emergency situation arises outside of normal school hours the person in charge of the premises must ensure that appropriate action is taken to warn parents and students of the temporary closure of the premises (such as use of advertising media, email, or other telephonic communication) and should ensure, where possible, that some of the staff are on hand at the premises to deal with students who may attend.

Refer to Chief Executive Directive 01/2010 for further information.

ABCRegions	StationFrequency
Western Queensland	Longreach (540) AM
western Queensland	Charleville (603) AM
Far North	Cairns (106.7) FM
	Torres Strait (1062) AM
	Toowoomba/Dalby/Kingaroy (747) AM
Southern Queensland	Roma (105.7) FM
	St George (711) AM
Transland Marille	Mackay (101.1) FM
Tropical North	Airlie Beach (89.9) FM
North West	Mt Isa (106.5) FM
	Cloncurry (567) AM
	Miriam Vale (100.1) FM
Wide Bay	Hervey Bay/Eidsvold (855) AM
	Gympie (1566) AM
	Sunshine Coast (90.3) FM
Coast FM	Gold Coast (91.7) FM
Cantiagrain	Rockhampton (837) AM
Capricornia	Gladstone (99.1) FM
North Queensland	North Queensland (630) AM
Brisbane	Brisbane (612) AM

 ABC Radio broadcasts regular Emergency Preparedness activity in consultation with relevant authorities, as do local radio stations in rural areas.

# C. Triggers for closure (Chief Executive Directive 01/2010)

#### Planned or Pre-emptive closure:

Eg: Emergency Services declare a Code Red fire danger day and advise that fire safety plans are enacted. In this circumstance, DET will advise Principals that schools in the designated areas are to enact their Emergency Management Plans and closure notification processes.

This includes activating the communication tree and advising local ABC radio to inform all parents, students, staff and others providing services to the school of the proposed closure. Others may include bus operators, suppliers, support agencies, etc.

Where a person in charge of a school is advised of an emergency situation or potential emergency situation that reasonably threatens the health, safety or wellbeing of persons in attendance at the instructional institution or their ability to travel home after the end of the normal school day, then the person in charge may decide to temporarily close the school until the emergency situation is resolved and it is safe to re-open the premises.

Before making the decision to temporarily close the school, the person in charge must consult with and consider the advice of:

- their Regional Director (who consults with the Deputy Director-General Infrastructure and the Deputy Director-General Education Queensland to formulate the advice for the most appropriate course of action); and
- relevant authorities such as Queensland Health, Qld Police Service, Qld Fire & Rescue and State Emergency Service.

However these requirements do not apply where the emergency situation makes such communication impracticable or dangerous (e.g. where the emergency itself has disrupted communications or delay would reasonably prove hazardous to students and staff).

- Immediate closure: Emergency Services may occupy and control a school site and instruct the school management to close the school immediately in response to an imminent threat. Principals must not contravene advice or a lawful direction given by a district disaster coordinator or declared disaster officer (eg Queensland Police Officer,) pursuant to Part 4, Subdivision 3 of the Disaster Management Act 2003
- Continuing closure: DET may require a school remain closed due to:
  - continuing threat (eg: fire, rising flood waters)
  - unsafe access
  - potential smoke, water contamination or building safety concerns

Refer to Chief Executive Directive 01/2010 for further information.

#### D. School opening

Following an incident, schools that have been closed can only reopen with the approval of the relevant Regional Director.

To minimise confusion and the disruption and to school communities, decisions to reopen a school should be made by no later than 4pm on the previous day with media announcements scheduled from 4.30pm.

Parents, students and teachers will be advised when schools will be opened via the media, regional office and the DET website <u>www.education.qld.gov.au</u>

#### E. Bushfire preparedness

Information to assist in forward planning: www.fire.gld.gov.au/communitysafety/bushfire

#### Preplanning tips

- prepare site by clearing vegetation and flammable materials
- contact the Emergency Management Response Unit (EMRU) for assistance with clearing Commonwealth, State or Council land
- establish an Emergency Response Team.
- identify a Safe Refuge building.
- prepare a Safe Refuge Kit.
- schedule training for staff and students.

continually review Emergency Response Plan.

#### Immediate action

- listen to local ABC radio <u>www.abc.net.au/queensland</u> or TV for bushfire/weather warnings, updates and advice.
- contact Regional Office to notify of preparedness and any foreseen issues.
- liaise with Qld Rural Fire Service, Qld Fire & Rescue Service and Qld Police regarding safety intentions for staff and students.
- notify parents/caregivers of the impending lockdown and bus route cancellations.

Call together the site's emergency response team to implement emergency procedures

#### If time permits:

- plug downpipes and fill all roof gutters with water.
- check taps are working.
- fill all available containers with water.
- hose down walls, gardens on the side facing the fire front and leave sprinklers operating.

#### During heightened fire danger

Parents/guardians should arrange to collect students from:

- Bus Stops if students are passengers
- School if students cycle or walk to school

Students should be housed in their home rooms and moved to the main building if necessary to ensure they are accessible and safe.

All teachers must maintain an accurate record of students to enable the school to account for missing or extra students.

If parents/guardians need to collect students prior to the end of the school day, they must ensure the student is signed out and that the student's teacher is informed.

Coordinating teachers will communicate with staff and bus transport authorities to facilitate students coming to designated locations to join their parents.

Students must only be released to a parent or an authorised person. Staff must cross-check with the student emergency card which records the name of the person(s) authorised to pick up a student.

#### School buses

If a fire occurs during school time in a zone serviced by the school, ALL students on possible affected bus routes will be held at that school until the all-clear is given.

 Bus drivers must make themselves aware of possible hazards on their routes and determine areas of temporary refuge (this information must also be held by the OIC coordinating bus arrangements).

- Buses with students on board must not leave the school without the approval of the OIC.
- Bus drivers must carry some form of communication device to contact Emergency Services or the school.
- Bus drivers must notify Emergency Services (typically police) and the school immediately
  via the aforementioned communication device if a bus is delayed en route.
- Bus drivers must not allow students to disembark from buses if fires are burning in the area unless parents/guardians are waiting for them. If no-one is waiting, buses will take students to the nearest safe area. (Safe areas to be agreed to by police and the OIC coordinating bus arrangements).
- Bus drivers must have a card (provided by the school) prominently displayed at all times showing telephone numbers of:
  - School
  - Police
  - local Rural Fire Service units
- If the road is blocked, the bus should return to the school, unless otherwise directed by Emergency Services personnel.

#### Family Fire Safety Plan

It is important that all families (particularly those in bushfire prone or high risk areas) have a family fire safety plan that aligns with their school's Emergency Management Plan.

The family fire safety plan should include information about alternative care arrangements for students in the event that school and children's services are closed with some warning.

The family fire safety plan should be practiced so families are familiar with the procedures to be followed in a bushfire.

http://www.fire.gld.gov.au/communitysafety/

#### More information

- Local Government Authority
- Your Regional Office
- Queensland Bushfire Information Line www.ruralfire.gld.gov.au

(RFS) Rural Fire Service Contact Details	Phone
Caboolture	5420 1333
Ipswich	3381 7122
Roma	4622 2074
Toowoomba/Miles	4614 2835
Caloundra	5420 7517
Bundaberg	4153 3244
Maryborough	4190 4839

Rockhampton	4938 4736
Emerald	4982 0001
Barcaldine	4651 1190
Mackay	4965 6641
Charters Towers/Cloncurry	4787 8213
Townsville	4796 9082
Innisfail	4061 0650
Cairns	4039 8240

# F. Cyclone preparedness

#### Prepare an emergency kit containing:

- a portable radio, torch and spare batteries
- stocks of fresh water and canned food
- matches, fuel lamp, portable stove, cooking gear, utensils, can opener and water proof bags
- a first aid kit, manual and masking tape for windows

#### Immediate action

- respond to warnings received from the radio or TV and local authorities.
- contact Regional Office to notify of preparedness and any foreseen issues.
- call together the site's emergency response team to implement emergency procedures:
- prepare for the predicted hazards (strong wind, torrential rain, hail) by;
  - referring to emergency plans
  - trimming any tree branches hanging over building roofs
  - clearing the property of any loose items that could become projectiles during extreme winds
  - securing buildings, furniture, equipment, chemicals, fuels and other facilities
  - Laping windows in "X" fashion and securing other glass structures
  - turning off gas and electricity supplies (where impact is imminent)
  - collecting first aid kit(s) and Safe Refuge Kit (SRK)
  - check that the portable radios have fresh batteries
  - collecting personal valuables, papers, photos, mementos including backup disks
  - checking fuel for generators (if applicable)
  - keeping a list of emergency numbers handy including Regional Office, QBuild and EMRU
  - keeping a list of student and staff contact information

# G. Storm & flood preparedness

#### Immediate action

- respond to warnings received from the radio or TV and local authorities.
- contact Regional Office to notify of preparedness and foreseen issues.
- call together the site's emergency response team to implement emergency procedures.

#### Prepare for the predicted hazards (strong wind, torrential rain, electrical storm) by:

- referring to emergency plans for previous flood levels and potential dangerous locations
- keeping downpipes and gutters clear
- securing buildings, furniture, equipment, chemicals, fuels and other facilities
- removing objects that could float and material that could become airborne
- taping windows in "X" fashion and securing other glass structures (strong wind)
- collecting first aid kit(s) and Safe Refuge Kit (SRK), including a battery operated radio & torch
- checking that the radios have fresh batteries, with spare batteries available
- turning off gas and electricity supplies (where severe storm warnings are issued)
- keeping a list of emergency numbers handy including Regional Office, QBuild and EMRU
- keeping a list of student and staff contact information
- storing poisons above ground level in case of flash floods
- collecting personal valuables, papers, photos, mementos including backup disks
- checking fuel for generators (if applicable).
- Ensuring all school animals are safe

#### Follow instructions given by:

- Qld Police Service (priority instruction during disasters)
- Qld Ambulance Service
- Qld Fire & Rescue Service
- The Regional Office
- Rural Fire Service
- Emergency Services
- Electrical Services
- Gas supplier
- Local government

# H. Tsunami preparedness

Initiate full evacuation measures to predetermined rendezvous point where a <u>LAND</u> <u>INUNDATION WARNING</u> is transmitted over official channels (ABC Radio). Do not wait for further instructions!

# Prepare for the predicted hazards (flooding, dangerous waves and strong ocean currents):

- If you are instructed to evacuate; 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.
- It will be in your own interests to walk to safety if possible to avoid traffic jams.
- 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).
- Make the following preparations for staff and students if you are advised to evacuate:
  - Follow recommended evacuation routes for your area.
  - Take your emergency kit with you, as well as important papers, medical needs, pets, photographs and backup disks.

#### Immediate action

- Respond to warnings received from the radio or TV and local authorities.
- Liaise with Regional Office.
- Call together the site's emergency response team to implement emergency procedures:
- Do not go towards the water and or to a headland to watch a tsunami.
- Tsunami move significantly faster than normal wind-driven waves and can move faster than people can run.
- Once you see the tsunami it is too late to escape.
- The backwash of a tsunami is extremely dangerous. As the large volume of water recedes back towards the ocean, it may carry debris and people back to sea with it.
- Do not enter the water.
- Even a small tsunami causes strong turbulence and very dangerous currents.
- Do not drive through water of unknown depth and current.
- Do not return to coastal areas/low lying areas until an all-clear is given by emergency services or public officials.

#### How will I know that the tsunami threat is over?

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 <u>www.bom.gov.au/tsunami</u>

Caution should continue to be exercised. Strong waves, current and abnormal sea levels may still affect some beaches, harbours and coastal waterways for hours, or even days after, depending on the location.

#### What should you NOT DO after a tsunami?

- Do not go near flooded and damaged areas until the emergency services or public officials advise that it is safe to return.
- Do not drink unboiled tap water until water supplies have been declared safe.
- Do not eat food which has been immersed in flood waters.
- Do not use gas or electrical appliances which have been immersed in flood waters until they have been checked and declared safe.

#### Hazardous materials preparedness

#### House Keeping

Register for access to Chemwatch Gold II online version for schools. To register for access, please follow the following link:

#### http://full.chemwatch.net/gldedu

Know what chemicals are used on site and have MSDS (Material Safety Data Sheets) updated and located for quick access in multiple locations around the school.

#### Immediate action

Attend to injured person(s) if necessary

 Identify the hazardous material(s) involved – chemical spillage, gaseous emission, building components.

#### Call for assistance - telephoning triple zero (000)

- Inform the Principal and call together the site's emergency response team to implement emergency procedures:
- Respond to the emergency warning siren and/or Queensland Fire & Rescue Service instructions.
- Call and co-ordinate support from Queensland Police, State Emergency Services, Queensland Ambulance Service, and Queensland Fire Service as needed.

#### 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).

- Call a roll to check that everyone who might have been exposed to the hazardous material is now in a safe area.
- Apply basic first aid to people affected by hazardous material and refer serious cases to Queensland 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 Queensland Fire Service/State Emergency Service/Qld Police/ or QBuild,

#### External to buildings

If the leakage occurs in the school grounds or in the vicinity, do not attempt to evacuate the school until officially advised to do so by the Qld Fire Service, State Emergency Service and Qld Police.

#### Building structure collapse preparedness

#### Immediate action

- Secure the area
- Ensure that there is no immediate threat to you and to others.
- Attend to any injured person(s)
- Administer first aid where appropriate (avoid contact with blood and other body fluids by using protective gloves).

#### **Call for assistance**

- Contact appropriate emergency services by telephoning triple zero (000).
- Contact the Regional Facilities Manager or Emergency Management & Response Unit (EMRU)

#### Ensure the Safety of the rest of the group

- Evacuate the building according to circumstances.
- Determine if there are any casualties and nature of their injuries, without placing any personnel at risk.
- Ensure Standard Precautions of the prevention of disease transmission are facilitated and maintained

# 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.

# K. Heatwave preparedness

#### Ways you can prepare for a heatwave

- Plan ahead to reduce the risk of getting heat exhaustion or a heat related illness.
- Look at alternatives to help to cool school buildings. For example, install awnings, shade cloth or internal blinds or curtains on the sides of the building which face the sun.
- Have your air conditioner serviced (if you have one).
- Prepare for a power failure:
- Plan for what you would do if a heatwave caused failure of electricity supply or disrupted public transport.
- If a power failure does occur, ensure you have a torch, fully-charged telephone or mobile phone, battery operated radio and spare batteries.
- Listen to your local weather forecast so you know if a heatwave is on the way.

#### Things you can do to prevent heat related illness

Whilst most people are potentially at risk of experiencing discomfort during extremely hot weather, babies and children under four years, seniors, older people living alone and people with a chronic condition or illness are considered to be most susceptible to the effects of a heatwave.

#### Drink water regularly

- Facilitate and encourage students to drink plenty of water and to stay out of the sun.
- Drink 2 to 3 litres of water a day at regular intervals, even if you do not feel thirsty. Sports drinks do not replace water. If your fluid intake is limited on medical advice then check with your Doctor on how much you should drink during hot weather.
- Avoid carbonated soft drinks and avoid tea and coffee as they worsen dehydration.
- Eat as you normally would but do try to eat cold foods, particularly salads and fruit which contain water.
- Avoid heavy protein foods (e.g. meat, dairy products, etc) which raise body heat and increase fluid loss.

#### Keep out of the heat

- Ensure that teachers modify or suspend normal school activities during excessive heat.
- Postpone any outdoor or sporting activities where appropriate except swimming, if it is not too far to walk – be mindful of the temperature of the water, which can heat up, especially id a pool blanket is used.
- Factors which need to be taken into account before considering cancelling or postponing a sporting event include but are not limited to:
  - The duration and intensity of the event (for example, an endurance or distance event has more potential for problems than a stop-start team event)
  - Hydration and interchange opportunities
  - Time of day
  - Local environment
  - Acclimatisation of the participants (for example, students visiting from hot, dry climates may not cope well with hot, humid conditions of some northern, coastal regions)

- Fitness levels of participants
- Age and gender of participants.
- If you must go out then wear lightweight, light-coloured, loose, porous clothes, a widebrimmed 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).

#### Stay cool

- Wear appropriate clothing to suit the hot weather.
- Increase access to the coolest areas of the school grounds or facilities for lessons or other activities e.g. breezeways
- Ensure students with special needs (including specific medical conditions and multiple impairments) are appropriately supervised, including the monitoring of their hydration.
- Ensure school lunch boxes are stored in cool areas.
- Block out the sun during the day by closing curtains and blinds and keep windows closed while the room is cooler than it is outside.
- Open up windows and doors when there is a cool breeze, when the temperature inside rises and at night for ventilation.
- Use fans and air-conditioners if possible
- Take frequent cool showers or baths and splash yourself several times a day with cold water, particularly your face and the back of your neck.

#### Monitor animals and pets for heat stress

Animals and Pets can be affected by heat related illness and anyone in charge of an animal, livestock or a pet has a duty of care to provide food, water and appropriate shelter for the animal.

#### 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.
- Seek medical advice from your usual doctor, hospital or health clinic.
- Sit or lay the patient in a cool spot in the shade or under cover.
- Remove as much of the patient's clothing (eg: jacket) as possible and loosen tight clothing.
- Cover them with a sheet soaked with tap water (NOT iced water).
- Use fans or air conditioning to aid the cooling down process.
- Give the patient water to drink, if they can swallow.
- If the patient becomes unconscious then position them on their side in the recovery position.

#### For further information, refer to HLS-PR-015

(http://education.gld.gov.au/strategic/eppr/health/hlspr015/)



Remember: Heat stroke is a medical emergency. Don't take any chances!

# Step 7: Train your staff and volunteers to use the EMP

- Formally train existing staff in how to use the EMP
- Include an overview of emergency procedures in induction / orientation programs for new staff, relief staff and volunteers
- Practice planned and unplanned evacuations and drills
- Contact your local Rural Fire Service/Qld Fire & Rescue Service or DET office to enquire about training programs

#### Step 8: Training and exercises

A training syllabus and schedule must be prepared for all people who may be involved in an evacuation at the site.

The schedule of training needs to ensure that new members of staff receive appropriate training in the plan during their induction or staff orientation procedures.

Regular training in emergency plan operations is a key factor in the successful implementation of the plan during an emergency.

Ideally training in the plan should be conducted biannually (i.e. every six months).

Instruction must include the training of staff that will be required to fulfil key functional roles during an evacuation and the general training of staff that will be required to undertake other functions, (e.g. actions on receiving warning notification, evacuation, dissemination of information, etc).

It is important that a person who may need to fulfil a key functional role for when the first nominated person is unavailable is also appropriately trained in their potential tasks and responsibilities.

Step 9: Communicate the EMP to parents & the local community

At the beginning of each year parents and caregivers should be advised of the school's Emergency Management Plans and emergency safety policies – and the 'rules' you expect parents and caregivers to follow.

The likely consequences of inadequate communication of the EMP to parents and caregivers are:

- a flood of telephone calls (if the system is working)
- a major traffic jam in front of your school (if the roads are open)
- people (neighbours or friends) volunteering to take students home

In the event of an emergency DET, school staff or Emergency Services will attempt – as soon as it is safe to do so – to contact parents to advise of the status of the emergency; if students have been evacuated, when they will be returned; and when it will be safe to collect children.

Parents should be advised in advance to be realistic about how long it may take for the school to contact them when an emergency arises, especially if students have been relocated to another town or it is unsafe to travel by road.

We would suggest that depending on the type of emergency you advise parents to keep the following in mind:

- Do not contact the facility, if it has been evacuated no one will be there to answer your call.
- Staff are endeavouring to deal with the emergency, so please do not distract them from seeing to the safety of students first. Their safety is of paramount importance.
- Parents calling staff mobile numbers may prevent staff from:
  - seeking assistance and guidance from Emergency Services thereby putting student in further danger
  - trying to contact parents about the whereabouts of your or their children.
- If parents have provided their students with mobile phones, they should not call them. Making contact with parents may distract students from listening to instructions from staff and endanger their safety. Students will be advised by their teachers when they can safely use their mobiles to make contact.
- If parents are on the phone with their child during an emergency, they should provide them comfort and assurance. Students may become agitated and panicked if they hear fear in the parent's voice and this may hamper staff in ensuring disciplined and calm behaviour.
- Information will also be available
- via the DET website www.education.gld.gov.au
- local ABC radio and other media
- Queensland Bushfire Information website www.fire.gld.gov.au/communitysafety/bushfire

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# Section 3: DURING

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1.	Immediate Response		
2.	Decide and act		
3.	Communicate and stay informed		
4.	Consider the needs of different emergencies		

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## Responding to an emergency - overview

Schools are responsible for the safety of students at all times when school activities are running, especially during an emergency. Staff should take reasonable steps to reduce the impact of the emergency prior to the arrival of the Emergency Services.

Once the Emergency Services have taken responsibility for managing the emergency, school efforts should be directed towards the immediate welfare of affected individuals and groups, and to providing resources or information requested by the Emergency Services. The Emergency Management Plan should describe how this will be achieved.

When an incident occurs make the basic decisions about what type of action is needed and respond as quickly as you can.

The ability to respond effectively to emergency situations depends on:

- being focused on the safety of students, staff and visitors
- being prepared
- having a clear understanding of the roles and responsibilities in the event of an emergency
- ready access to critical information
- an ability to obtain timely external help from emergency services. Assess the situation. Once a decision is made that emergency services are required, call 000 (mobile: 112) and determine who at the facility is in charge for the duration of the incident

Documenting every action taken during an emergency will assist with tracking the implementation of the emergency management plan. Keep all original notes and records for future reference.



Expect to be surprised. No matter how much time and effort was spent on planning there will always be an element of surprise and accompanying confusion

# Step 1: Assess the situation

Your initial response requires a quick and careful assessment of the situation.

First, determine if an emergency exists. If yes, what is the type of incident, its location and size?

Once more information is obtained about the incident adjust the Emergency Management Plan as required.

#### Ask yourself:

- What is the emergency?
- Has the worst already happened? Can the situation get worse?
- · Where is it? Is it close enough to be a threat?
- How is the hazard behaving? Is it getting:
  - bigger/smaller
  - closer/moving away
  - moving quickly/slowly
  - affected by weather conditions
  - How far does the danger area extend?
- Is it safer to move to another area?
- Is it safer to lock down the area(s)?
- Which areas or access routes cannot be used?
- Is it best to remain indoors or leave the building/site?
- Have you sealed the building to the best of your ability if remaining indoors?

# Step 2: Enact your EMP and respond immediately

#### A. Notify Emergency Services

If you have the slightest doubt, call Emergency Services.

Do not delay calling Emergency Services. It is better to have the Emergency Services on scene as soon as possible, even if the incident is resolved by the time they arrive. To delay calling may risk further injury and damage.

Notify the Regional Office or the EMRU.

Note: In the event of a major emergency, local emergency personnel may not be able to respond for several hours.

#### B. Anticipate first hour priorities

After the Regional Office or the EMRU has been contacted, during the first hour of an emergency, school staff will need to:

- determine who does what, where, and how
- attend to the First Aid needs of injured students and school personnel, including psychological First Aid
- account for all students
- locate missing students and personnel
- extinguish small fires before they become uncontrollable
- check damage to utility systems and appliances; if necessary, shut off main power, and water (only turn off gas if you can smell it)
- seal off and indicate areas where hazardous materials have spilled
- calm and reassure frightened students
- anticipate an influx of concerned and anxious parents and caregivers
- keep records of students released to parents and caregivers or other authorised persons
- establish communication with emergency and support services where possible

The Regional Emergency Management Team will arrive at the school to offer support, as soon as practicable.



What do students need in the short term?

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The calm presence of, and contact with, one or more teachers or adult caregivers (preferably a parent or other family member) who understands the feelings and needs of the student.

Assurance of safety and security in honest, realistic and understanding terms.

Validation of their feelings of fear, grief, anxiety, loss, anger, confusion.

# Step 3: Decide & act: lockdown, lockout or evacuate



The primary duty of staff involved in emergencies is to ensure, as far as practicable, the safety of students, themselves, and other staff not engaged in responding to the emergency and visitors – it is not to combat emergencies.

#### A. Lockdown

Used when an external and immediate danger is identified and it is determined that the students should be secured inside the building for their safety. Announce the lockdown with instructions. These may be to close internal doors and windows, sit below window level or move into corridors and remain outside classroom, or a combination of these instructions.

- Check outside areas are clear of students
- Check that all external doors are locked, non-engaged staff to be posted at locked doors to allow students/staff to enter if locked out.
- Refer to the School security handbook http://iwww.ged.gld.gov.au/facilities/security/schools/school security handbook.html

#### B. Lockout

Used when an internal and immediate danger is identified and it is determined that students should be excluded from buildings for their safety. Announce the lockout with instructions.

There may be nominated staff to:

- lock doors to prevent entry
- sweep the premises for anyone left inside
- Refer to the school security handbook <u>http://iwww.ged.gld.gov.au/facilities/security/schools/school\_security\_handbook.html</u>

#### C. Evacuation

This depends on the circumstances of the school and the critical incident or emergency.

Incident Controllers must exercise their judgement but, as a general rule, if a threat is external to the school (and evacuation to a distant safer place is not feasible) it is safer to remain in the school. If the threat is internal to the school (e.g. chemical hazard) it may be safer to be outside of the school.

Other factors to consider are:

- liaising with school staff, other agencies and the Regional Office when considering your options
- communicating the evacuation, lockout or lockdown using predetermined activation signals (i.e. particular sirens or verbal warning over public address systems)

#### **Evacuation sequence**

For floors and buildings evacuate:

- 1. The affected room or area
- 2. Any room, adjoining area
- 3. Other rooms or areas, commencing with the closest

For multi-level facilities, evacuate:

- 1. The affected floor
- 2. The two floors above the affected floor (if applicable)
- 3. The floor below the affected floor (if applicable)
- 4. Other floors are then evacuated in ascending and descending order

#### Doors and windows

Close doors and windows for all evacuation situations except bomb threats. In the unlikely event of a detonation, open doors and windows can lessen the damage from the effects of a blast.

#### Students with special needs

The Incident Controller assumes responsibility for developing an evacuation plan for students with special needs. Students in need of such a plan should be identified by staff at the beginning of the year or upon placement mid-year, and take into account their physical ability to evacuate. Refer to the *Students with Special Needs* template in Section 5.



A roll call or head count of all students, staff and visitors must be conducted following any evacuation, lockdown or lockout.

# Step 4: Communicate and stay informed



Use the channels of communication identified in your EMP. Deviating from the EMP will lead to confusion, rumour and fear. Ensure that all information is true before acting on it. Do not rely on second hand sources.

#### A. Inform Regional and Central Office

- Report via the Regional Office or the Emergency Management & Response Unit (EMRU)
- Contact your Regional Emergency Management Coordinator
- Seek assistance from the DET Media Unit for all communications about the incident
- Instruct staff to direct media enquiries to the DET Media Unit
- Consult with Regional Student Support Services personnel
- Contact your School Health and Safety Representative

#### B. Communicate the situation and your response

- Contact parents as soon as it is safe to do so.
- Have your communications/contacts telephone list ready and updated
- Have a clear/consistent message e.g. "We have evacuated to XXX and emergency services are on their way"
- If you have the staff available, assign someone to make calls and another person to handle incoming calls
- Ensure daily attendance record, first aid kit and any necessary emergency medications are readily accessible.

#### C. Helpful contacts

- Your Local Government Authority
- Queensland Bushfire Information www.fire.gld.gov.au
- ABC Radio <u>www.abc.net.au/radio/</u> broadcast regular bush fire activity in consultation with relevant authorities, as do local radio stations in rural areas.
- Rural Fire Service Queensland website: www.ruralfire.gld.gov.au
- Department of Environment and Resource Management website: www.derm.qld.gov.au
- Your Regional Office: <u>www.education.gld.gov.au/hr/recruitment/apply/docs/reg-</u> contacts.doc

# Step 5: Consider the needs of different emergencies

This advice is generic in nature and may alter depending according to the circumstances.

## A. Bushfire event

If early evacuation advice is not issued or the fire is approaching the school and it is unsafe to evacuate, everyone should remain in the building after the following precautions are taken:

- identify which buildings need to be evacuated in the case of a fire. Where possible, do not stay in portable/demountable buildings.
- phone triple zero (000) for Fire Brigade (dial an additional 0 for an outside line, if required; 112 is calling from a mobile) and follow advice. Inform triple zero (000) / fire brigade operator which building/s the staff and students will be housed in. Keep in contact as fire approaches buildings so the operator can direct services as they may become available.
- contact the Regional Office or EMRU on (07) 3237 0954 or (07) 3247 4969, emru@deta.gld.gov.au to report the incident
- the primary responsibility of staff is the safety of students.
- move everybody inside, assembled away from the part of the building that will be initially exposed to the fire
- check attendance against class rolls at assembly area
- turn off power and gas
- listen to the local radio or TV on battery-powered sets for bushfire/weather warnings and advice
- close all windows, doors and block crevices, cracks and gaps with wet materials (e.g. towels, clothing)
- fill gutters, all sinks, washbasins and drums and water containers with water
- stay inside in the identified area (preferably bricked and tiled) with available water and away from windows
- once the fire has clearly passed evacuate the building, assess and remain in a safe area
- staff should extinguish fires that may have started in or near the buildings once they have determined it is safe to do so. Douse embers around building with wet mops etc. This should be done in teams of not less than two staff and they should have some form of communication with the staff member managing the lockdown procedure (normally the Chief Fire Warden)
- staff should be suitably attired in natural fibre clothes (long sleeved top, long pants) and sturdy shoes
- ensure staff/students do not hamper State Emergency Services or put themselves at risk by going near damaged buildings or trees
- contact your Region Office for advice and support, as appropriate
- direct all media enquiries to the DET Media Unit on (07) 3237 1367, 24 hour, seven days a week
- implement procedures to resume school activities, including arranging counselling support for anyone affected by the bushfire

#### Follow up Actions

#### Assume presence of Asbestos Containing Materials in debris

- Notify relevant stakeholders
  - Do not leave until authorised and advised to do so by Emergency Services.
  - If safe, have staff extinguish small fires which may have started in or near the buildings.
  - Avoid contact with blood and other body fluids by using protective gloves.
  - Report school operational status & student attendance to the Regional Office or EMRU
  - Refer media to the Regional Director
  - Make arrangements parents/careers/next of kin to be notified
  - Notify Education Queensland International if an international student is involved
- Keep listening to the local radio and heed all warnings and advice
- Return workplace to normal routine as soon as the "all clear" is given by the appropriate authority – Qld Police/State Emergency Services/QBuild/DET Facilities Manager.
- Do not use bushfire damaged equipment until it has been checked by a qualified person.

# B. Internal Fires/Smoke

- Remain calm and raise the alarm to warn people at the workplace.
- Immediately evacuate the room where the internal fire/smoke occurs
- Assist people in immediate danger in particular people with disabilities and those requiring additional assistance.
- Report the outbreak of fire immediately to the Principal /Chief Warden or Assistant Principal /Deputy Chief Warden at the school
- Notify the Fire Brigade, phone triple zero (000) (dial an additional 0 for an outside line)
- Implement partial or full evacuation procedures if necessary
- Close doors and windows on departure If possible to prevent the spread of fire and smoke
- Check student attendance against class rolls at assembly area



Personal safety is always the first priority.

If the Warden is not confident the fire can be contained, they should:

- implement evacuation procedures for the whole school if necessary
- designate a staff member to ensure the fire brigade has access to the site of the fire e.g. gates are open and vehicles are not blocking access
- move people with disabilities who require help to a predetermined fire-protected stairwell or safe place and await assistance from Fire Brigade Officers along with a teacher/warden
- conduct a final check in pairs, if it is safe to do so, on the floor to ensure all staff and students are accounted for. Advise the Chief Warden of the results

- contact the Region for advice and support, as appropriate
- direct all media enquiries to the DET Media Unit (07) 3237 1367, 24 hour, seven days a week
- ensure staff /students do not hamper State Emergency Services or put themselves at risk by going near the damage
- implement procedures to resume school activities, including arranging counselling support for anyone affected by the fire

#### **Follow up Actions**

#### Assume presence of Asbestos Containing Materials in debris

- Notify relevant stakeholders
  - Report incident to the Regional Office or the EMRU
  - Report school operational status & student attendance to the Regional Office or EMRU
  - Refer media to the Regional Director
  - Make arrangements parents/careers/next of kin to be notified
  - Notify Education Queensland International if an international student is involved
- Keep listening to the local radio and heed all warnings and advice
- Return workplace to normal routine as soon as the "all clear" is given by the appropriate authority – Qld Police/State Emergency Services/QBuild/DET Facilities Manager.
- Do not use fire damaged equipment until it has been checked by a qualified person.



If in doubt, commence evacuation procedures,

## C. Storms and flooding

Schools need to prepare for both external and internal wind and water damage caused by torrential rain, low lying grounds, drainage issues, burst water pipes etc.

#### Before the storm strikes:

- direct staff /students to assemble inside buildings
- stand against interior walls or hallways on lowest floor possible (tops of buildings may be damaged)
- keep people away from windows and skylights if strong winds are predicted
- move people to high ground if flooding is predicted
- avoid auditoriums, gymnasiums and other enclosures that have long roof spans
- avoid rooms that will bear the full force of the wind
- close windows and blinds on the windward side
- secure furniture, equipment, chemicals, fuels and objects that could float or become airborne
- check attendance against class rolls at internal assembly area
- close down any utilities that may cause additional hazards, e.g. electricity, gas, water
- ensure everyone has taken shelter
- contact the Region for advice and support, as appropriate

#### After the storm passes:

- assess building damage and evacuate if dangerous
- check before moving outside for damage to neighbouring buildings, fallen power lines, fallen branches, debris and local flooding
- keep listening to the local radio and heed all warnings and advice
- ensure staff /students do not hamper Emergency Services or put themselves at risk by going near the damage
- conduct an attendance/roll check at the first appropriate opportunity
- keep staff /students on the premises until it is safe to return to normal activities or go home
- implement procedures to resume school activities, including arranging counselling support for anyone affected by the storm
- report incident to your Region Office and EMRU
- refer media enquiries to the to your Region Office
- where the building is damaged, contact the Regional Facilities Management immediately

#### Water damage

- Contact your Regional Office if school has become inoperable or it is difficult to accommodate students/staff
- Immediately contact Regional Facilities Management where damage to building or grounds has occurred
- In consultation with the Regional Office, and depending on the time of day, decide whether to send students/staff home early or advise them to stay home
- If necessary arrange for parents to collect students
- If required (and possible):
  - Ensure electricity and gas has been turned off in affected area
  - Take care when entering affected area as it will probably be slippery
  - Move furniture, equipment and books out of affected area
  - Move chemicals, fuel, garbage out of affected area
  - Do not use storm or flood-damaged equipment until it has been checked by a qualified person
- Ensure staff/students do not hamper Emergency Services or Facilities Management or put themselves at risk by going near the damaged site
- Decide when to reopen the school/area, in consultation with your Regional Office. Refer CEO Directive 01/2010
- Implement procedures to resume school activities
- Contact the Emergency Management & Response Unit (EMRU) on 3237 0954 to report the incident to the DET
- If dangerous weather conditions arise with little warning, students must be kept at school

#### Follow up Actions

#### Assume presence of Asbestos Containing Materials in debris

#### Notify relevant stakeholders

- Report incident to the Regional Office or the EMRU
- Report school operational status & student attendance to the Regional Office or EMRU
- Refer media to the Regional Director
- Make arrangements parents/careers/next of kin to be notified
- Notify Education Queensland International if an international student is involved
- Keep listening to the local radio and heed all warnings and advice
- Return workplace to normal routine as soon as the "all clear" is given by the appropriate authority – Qld Police/State Emergency Services/QBuild/DET Facilities Manager.
- Do not use storm or flood-damaged equipment until it has been checked by a qualified person.

#### D. Major external emission/spill

For example, a tanker spill or burst gas main.

- If the contamination is confirmed as outside the buildings, move all staff /students into buildings immediately
- Call Fire Brigade, Police and Emergency Services Authority, phone triple zero (000) (dial an additional 0 for an outside line)
- Contact the Regional Office or EMRU on 3237 0954 or 3247 4969 to report the incident to DET
- Check attendance against class rolls at assembly area
- Occupy rooms furthest from emission source, close to an exit and upwind if possible
- Close all external doors and windows. Draw curtains/blinds and seal ventilators
- Turn off air conditioners and extinguish any naked flames, including pilot lights
- If possible, identify chemical and pass this information on to Emergency Services
- Ensure staff /students do not hamper Emergency Services or put themselves at risk by going near the damage
- Await all clear or further advice
- Contact the Regional Office or EMRU for advice and support, as appropriate
- Direct all media enquiries to the DET Media Unit
- Only attempt to evacuate if directed by Emergency Services or forced to by extraordinary circumstances such as a building being full of fumes. In this instance move to an area upwind of the incident

# E. Minor internal emission/spill

For example, a chemical spill in a science laboratory, chemical store or workshop.

- Move staff /students to a safe area
- Check attendance against class rolls at assembly area
- Contact Emergency Services if the nature of the emission/spill is unknown or it is unsafe for staff to deal with
- If safe to do so the spill can be cleaned up by staff. Protective clothing and appropriate respirator must be worn as stated on the Materials Safety Data Sheet (MSDS)
- Ensure staff /students do not hamper Emergency Services or put themselves at risk by going near the damage
- When the Officer-in-Charge is satisfied the emergency has been adequately dealt with give the all clear and staff /students may return to classes



If in doubt, commence evacuation procedures.

# F Cyclone

#### Before the cyclone strikes:

- Respond to warnings received from the radio or TV and local authorities.
- Contact Regional Office to notify of preparedness and any foreseen issues.
- Call together the site's emergency response team to implement emergency procedures:
- Prepare for the predicted hazards (strong wind, torrential rain, hail) by;
  - Referring to emergency plans
  - Trim any tree branches hanging over building roofs
  - Clear the property of any loose items that could become projectiles during extreme winds
  - Securing buildings, furniture, equipment, chemicals, fuels and other facilities
  - Taping windows in "X" fashion and securing other glass structures
  - Turning off gas and electricity supplies (where impact is imminent)
  - Collecting first aid kit(s) and Safe Refuge Kit (SRK)
  - Check that the portable radios have fresh batteries
  - Collecting personal valuables, papers, photos, mementos including backup disks
  - Check fuel for generators if applicable
  - Keeping a list of emergency numbers handy including Regional Office, QBuild and EMRU
  - Keeping a list of student and staff contact information
- Follow instructions given by:
  - Qld Police Service (priority during disasters)
  - State Emergency Services
  - Qld Ambulance Service
  - Qld Fire & Rescue Service
  - Your Regional Office
  - Electrical & Gas supplier
  - Local government
- Make sure that people are at a safe location by:
  - Sending people home if sufficient warning is given (for students, there must be a carer at home)
  - Organising accommodation for people who cannot get home
  - Store all loose items inside and fill garbage/wheelie bins with water (water can be used for flushing toilets if required).
  - Stay inside and shelter (well clear of windows) in the strongest part of the building (eg the internal hallway or bathroom).
- If the building starts to break up:
  - Protect yourself with rugs or blankets or by sheltering under a strong table or bench.
  - If necessary, hold on to a solid fixture such as a water pipe. (Is this the sturdiest option?)
  - Continue to listen to your portable radio for updates and advice on your local ABC Station.

 Beware of the calm 'eye' of the cyclone. If the wind suddenly drops, don't assume that the cyclone is over. Violent winds will soon resume from the opposite direction (it is best to wait for the official all-clear)

#### After the cyclone strikes:

- Don't go outside until officially advised it is safe to do so. Check for gas leaks and don't use electrical appliances if wet.
- Continue to listen to your portable radio for updates and advice.
- If you did evacuate your school, don't return until advised it is safe to do so.
- When you do return, use a recommended route and don't rush.
- Beware of fallen powerlines, damaged bridges, buildings and trees, and don't enter floodwaters.
- Heed all warnings and don't go sightseeing.
- Don't make any unnecessary telephone calls, keeping networks clear for emergency communications.

#### Follow up Actions

#### Assume presence of Asbestos Containing Materials in debris

#### Notify relevant stakeholders

- Report incident to the Regional Office or the EMRU

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- Report school operational status & student attendance to the Regional Office or EMRU
- Refer media to the Regional Director
- Make arrangements parents/careers/next of kin to be notified
- Notify Education Queensland International if an international student is involved
- Keep listening to the local radio and heed all warnings and advice
- Return workplace to normal routine as soon as the "all clear" is given by the appropriate authority – Qld Police/State Emergency Services/QBuild/DET Facilities Manager.
- Do not use cyclone damaged equipment until it has been checked by a qualified person.



Beware of the calm 'eye' of the cyclone. If the wind suddenly drops, don't assume that the cyclone is over. Violent winds will soon resume from the opposite direction (it is best to wait for the official all-clear).

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# Section 4: AFTER

Key ste	eps in this section
1.	Resume and recover
2.	Review your emergency response

# Step 1: Resume and recover

#### A. Background

After an emergency, such as a flood, internal fire, severe storm or a bushfire, most families can expect to recover over time, particularly with support from relatives, friends, community agencies and organisations.

Recovery time for an individual may relate to past and present experiences, the thoughts and actions that contribute to these experiences, and an individual's own coping strategies. Students need time to recover from losses such as family members, friends, homes, pets, childcare schools and kindergartens.

Parents and teachers need to provide calm and honest answers to student's questions and, importantly, be guided by what a student asks. It helps students to understand what has happened if parents and caregivers and teachers spend time responding to their needs.

#### B. Short term recovery

In the short term, consider:

- Students will be concerned about parents and caregivers, friends and pets. They will need continuous reassurance and encouragement to express their concerns.
- Convey the likelihood that parents and caregivers may be delayed for several hours because of traffic.
- Remind students that parents and caregivers have been told that you will take care of them until they arrive.
- Dispel myths about bushfires, storms, earthquakes, etc
- Encourage children to express their feelings through drama, art, writing activities and music (where appropriate).
- Discuss the chores that may await them at home. Emphasise the importance of their role in restoring order.
- Children should be told why it is important to remain at the school, how you will care for them, and what they can do to help.
- Provide Psychological First Aid to identify individuals who may need counselling and support after the first few days
- Identify and offer more specialised personal support to vulnerable and/or most affected staff and students
- Notify staff who are not at school

### C. Medium term recovery

In the medium term, consider:

- Dispel myths about bushfires, storms, earthquakes and other emergencies
- Encourage students to express their feelings though drama, art, writing and music activities (where appropriate)

- Provide recovery support and advice for students, staff and parents about the normal cycle of recovery and advise of indicators that extra support may be required
- Follow up contact with family and families involved to express sympathy, arrange retrieval
  of personal items of student and staff member, as appropriate, and discuss school role in
  ongoing support
- Update staff, parents, and students as appropriate. Enlist the help of the DET Media Unit. Rumour control, etc
- Make special considerations for suicide, including contagion effect
- Consider cultural issues
- Place death notice(s)
- Attend funerals, with attention to the wishes of the family
- Continue support for students and staff
- Alert teachers to be sensitive to curriculum content
- Consider ex-students
- Keep your Business Service Manager or receptionist up-to-date with information
- Inter-agency liaison
- Update your incident report to region and/or EMRU, if appropriate

### D. Longer term recovery

In the longer term, consider:

- Holding a memorial service
- Continuing support for students and staff
- Alerting teachers to be sensitive to curriculum content
- Maintaining documentation
- Ongoing liaison with other affected or vulnerable schools
- Considering ex-students
- Process for meeting visitors (e.g. community people most affected)
- Inter-agency liaison
- Links with regional Student Services personnel
- Keeping receptionist up-to-date with information
- Acknowledge people who have supported the school
- Review school records/mailing lists and amend as appropriate
- Inquest date(s)
- Acknowledge anniversary dates

# E. Communication is Vital

Everyone affected by the emergency needs to be kept fully informed of the recovery progress. The relevant people should be consulted before major decisions are made.

Parents and caregivers should be informed when students are able to return to the school. This can be through the media (e.g. ABC community radio), by telephone, or by other means.

# Step 2: Review your emergency response

- Arrange debriefing meetings for staff and volunteers
- Arrange debriefing meetings for the facility coordinator
- Was your EMP effective in helping you respond to this event?
- What went right?
- What needs improvement?
- Who will update your plans and procedures to help you in the future?
- What lessons have been learned?

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Section 5: SAMPLE EMERGENCY MANAGEMENT PLAN

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# Section 5: SAMPLE EMERGENCY MANAGEMENT PLAN

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Section 5: SAMPLE EMERGENCY MANAGEMENT PLAN

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# **Emergency Management Plan**

# for

(Insert name of School/Institute)

(Insert photo/logo of facility, if desired)

Signature of Principal/Manager etc...

Date: \_\_\_\_\_2010

Review Date One: \_\_\_\_\_ 2011

Review Date Two: \_\_\_\_\_ 2012

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Section 5: SAMPLE EMERGENCY MANAGEMENT PLAN

# Contents

[Insert page numbers]

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Incident Control System plan ICS roles and responsibilities Schools communication tree Emergency numbers Emergency numbers for school personnel Useful resources and contacts Students and staff with special needs list Evacuation plan and checklist Relocation (off-site evacuation) plan and checklist School site plan and evacuation routes Important school locations: checklist for relocation Lockdown procedures checklist Emergency kit checklist for schools Emergency services call sheet Post emergency record Phone/bomb threat guide and checklist Schools Emergency Management Plan exercise record Schools emergency drills/training schedule DET Regional and Central office numbers Parental notification template Fire equipment lists

# Incident Control System plan

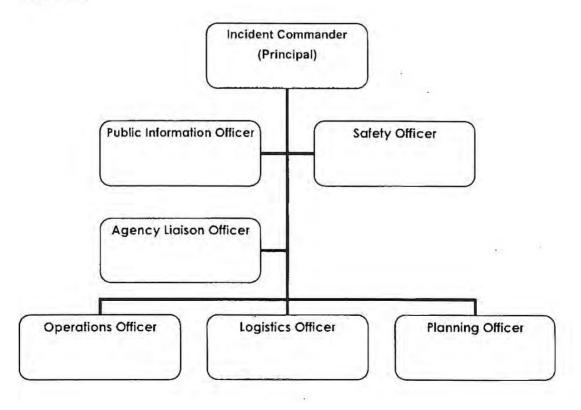
The ICS below is a guide only. Your ICS must fit your school and staffing resources.

Every ICS needs a clearly designated Commander, with subordinates assigned to maximise the safety of students and staff.

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

- 1. Make a chart similar to the one below. Scale it to fit the size of your school.
- 2. Designate a commander and an alternate who could also assume control in the event of an emergency
- 3. Assign roles and responsibilities based on the number of staff
- 4. Train your staff to ensure they know their roles and responsibilities
- 5. Post copies of your ICS in plain view, and include copies in your emergency kit

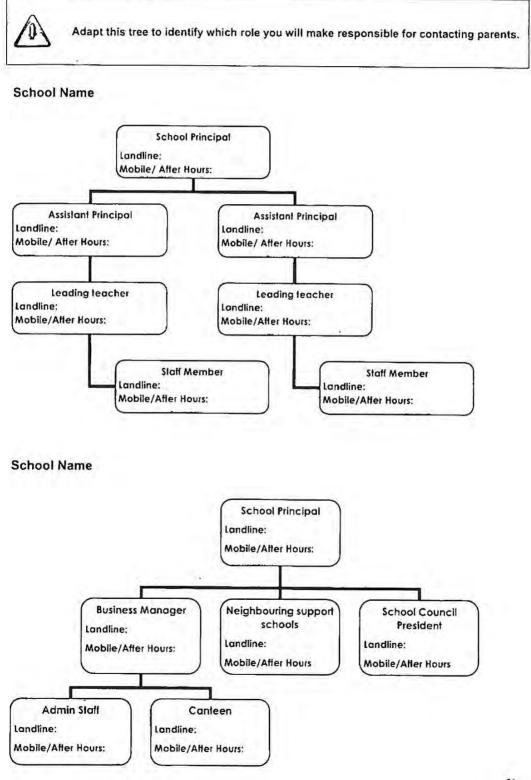
### Sample ICS



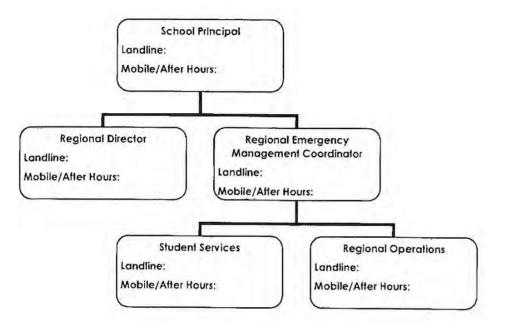
# ICS roles and responsibilities

Role	Responsibilities	Name of staff member & mobile number
Incident Commander	In charge of overall management of emergency situation	Principal or designate
Safety Officer	Ensures all actions conducted with student safety focus	[Insert name]
Public Information Officer	All media/outside information management/ will be supported by regions/DET media unit	[Insert name]
Agency Liaison Officer	Assists with response to outside agencies requests/information	[Insert name]
Operations Officer	Student care/ensuring adherence to school protocols, procedures	[Insert name]
Logistics Officer	Responsible for securing materials, resources, services, additional staff	[Insert name]
Planning Officer	Collects and evaluates information related to development of incident/status of resources	(Insert name)

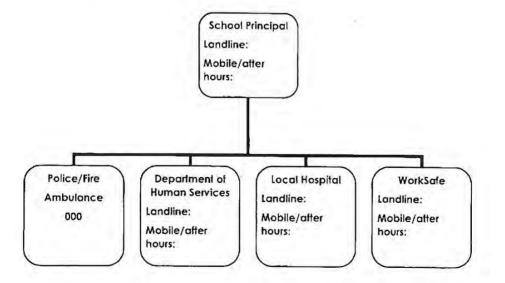
# Schools communication tree



### School Name



### School Name



# Emergency numbers sheet

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

Group	A CONTRACTOR	Phone Number
	Life-threatening or time critical emergency	000
Police	Non-life threatening incident	131 444
	Local Police Station	
Ambulance	000	
Fire Services Authority QFRS/RFS	000	
State Emergency Service	132 500	
Hospital(s)		
Gas (check for local number)		
Electricity (check for local number)		
Water Corporation (check for local number)	Head Office: 07 3035 5500 Local Office:	
Department of Human Services (Regional Office)		
Department of Human Services- Child Protection (Regional Office)	1800 811 810 (Queensland of http://www.childsafety.gld.gov Regional Office:	
Local Government		
DERM		
DET Regional Office		
Emergency Management & Response Unit (EMRU)	07 3237 0954 or 07 3247 49 emru@deta.gld.gov.au	969
Other		

# Emergency numbers for school personnel

### Large or multi-campus school

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Role	Name	Phone No. (Daytime)	Phone No. (Mobile)	Phone No. ( After Hours)
Campus Principal				
Assistant Prin. 1				
Assistant Prin. 2	10			
Assistant Prin. 3		-		
School Psychologist		1.1		
Year leaders			-	
Year	-			
Year				1
Year				
Year				
School Nurse				
Chaplain				
OHS Officer				
School Council President				
Other			*	

### For small school

Role	Name	Phone No. (Daytime)	Phone No. (Mobile)	Phone No. ( After Hours)
Principal				
Assistant Principal				
Year leaders				
Year				
OHS Officer				
School Council President				
Other				

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# Useful resources and contacts

Identify the resources in your local community that can assist during and after a crisis. Consult your local shire/council, telephone books or the QRFS.

Divide up the list and contact each resource or agency listed to obtain information about their services.

Resource/Agency	Contact Name	Phone Number
e.g. Qld Rural Fire Service		
Your Shire/Council		
Local Government Association of Queensland INC	www.lgaq.asn.au	(07) 3000 2222

# Students and staff with special needs list



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

Child Staff Name		Assistance Needed				ALL - ARTH L.
Last Name	Area	Condition	dition During an Emergency / Evacuation	Who Will be responsible?		
Smith	5	Asthma - uses inhaler and takes medication	Will require assistance in heavy smoke	[Insert staff/volunteer name here]		
White	3	Broken leg	Require extra assistance during evacuation/chair			
	Last Name Smith	Last NameRoom / AreaSmith5	Last Name     Room / Area     Condition       Smith     5     Asthma - uses inhaler and takes medication	Last Name     Room / Area     Condition     During an Emergency / Evacuation       Smith     5     Asthma - uses inhaler and takes medication     Will require assistance in heavy smoke       White     3     Broken leg     Require extra assistance during		

# Evacuation plan and checklist

### **Recommended Steps for Evacuation**

- 1. Senior person on site takes charge and decides who does what (your ICS)
- 2. Call 000
- Inform Emergency Services of the nature of the emergency (i.e. "There is smoke in the building"
- 4. Using all available staff/volunteers calmly move/carry/walk the children out of the building to your pre-determined outdoor assembly area if this is the evacuation option
- 5. Take the students attendance list, staff roster and your emergency/First Aid kit
- 6. Once at assembly area, check all children and staff are accounted for
- 7. Call 000 and inform them of your location at the outdoor assembly area
- 8. Focus on safely and well-being of staff and children
- 9. Wait for Emergency Services to arrive

### **Evacuation Checklist: Before**

To maximise the safety of students, staff and volunteers, check these things (at a minimum) are in place beforehand.

Have you:	~
A clear ICS (who does what)?	
Site plan showing clearly marked exits, including the safest possible alternative exits from the building?	
Posted the site plan on walls where you can access them easily?	
Designaled two outdoor assembly areas, the first 150 metres away and an alternate location further away (walking distance)?	
An easily accessible First Aid/emergency kit containing required medications such as asthma inhalers, auto adrenaline injection devices, bottled water and sunscreen?	
A portable contacts sheet with updated and after-hours numbers?	
A working mobile phone?	
A portable attendance list of children, volunteers, and staff?	
Your evacuation plan?	-
A record of any problems you encountered during drills	

### **Evacuation Sequence Checklist: During**

Check:	~
Evacuate the affected room or area	
Evacuate any room, adjoining area	
Evacuate other rooms or areas, starting with the closest	
Multi-level school buildings	
Evacuate the affected floor first	
Evacuate the two floors above the affected floor second (if applicable)	
Evacuate the floor below the affected floor third (if applicable)	
Any other floors are then evacuated in ascending and descending order	

# **Evacuation Checklist: During**

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Check:	~
Phone 000, EMRU and Regional Office	
Account for all students/staff/volunteers at the assembly area against your attendance list	
Bring First Aid/emergency kit	
Assemble the students/staff/volunteers in the pre-determined assembly area	
Bring mobile telephone and emergency telephone contact sheets	an de juriade

### **Evacuation Checklist: After**

Check:	~
Record the incident and report it according to your reporting requirements	
Write down what went wrong and what went well to improve your plan for the future (e.g. 'the assembly point was too exposed to the sun' or 'It took X number of minutes to leave the building.')	

Designate two assembly areas:

- Where you assemble outside the building depends on your facility but it should be at least 150 metres from the building
- Some emergencies may require you to move students further than 150 metres. In this situation, find a safe alternative in reasonable distance from your building.

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# Relocation (off-site evacuation) plan and checklists

Educational personnel may have similar roles in an off-site evacuation to an on-site evacuation.

After an off-site evacuation the school site may need to be inspected or cleared by relevant authorities before people return to the site.

Transport arrangements for an off-site evacuation should be planned in advance; contact the Local Emergency Management Committee (chaired by the Local Government).

### Suggested Steps for Relocation

- 1. Principal (Incident Controller) assesses situation and seeks advice from:
  - Regional Office
  - EMRU
  - Fire and Emergency Services agencies
  - Note: In case of bushfires obtain more information at:
  - RFS website: www.ruralfire.gld.gov.au
  - > EPA/DERM website www.epa.gld.gov.au
    - Queensland Bushfire Information website: <u>www.fire.gld.gov.au/communitysafety/bushfire</u>
       ABC Radio
- 2. Enact evacuation plan/sequence
- 3. Complete Important Locations Checklist
- 4. Ensure you have updated information on safe evacuation road routes and alternatives

School site plan and evacuation routes

 Your school's map, with fire hydrants, electrical switch boards, phones and communication board clearly marked

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- > Local area maps
- > Primary and secondary evacuation routes

[Insert here]

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# Important school locations: checklist for relocation

Complete this list before relocating.

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

Areas	Location	Notes
Central Control Point		
Central Control Point (Alternative)	•	
Evacuation Assembly Areas		
Evacuation Kit		
First Aid Kit		
Security keys (Distributed)		
Power board		
Water mains - shutoff		
Gas main – shutoff		
List of people on site		
Other		

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# Lockdown procedures checklists

# Actions during lockdown - principal or site manager (incident controller)

Actions during lockdown	~
Liaise with school staff, other agencies and the Region in considering a lockdown	
Activate lockdown using the predetermined activation signal	
Advise Queensland Police and other appropriate emergency service agencies	
Advise EMRU on 24/7 hotline - (07) 3237 0954 or (07) 3247 4969	
Activate the Emergency Management Team (to plan further actions and enact the response plan)	
Allocate responsibilities	
Collect evacuation kit	
Guide visitors to safety	
Divert parents and returning groups from the school	- 745
Ensure a telephone line is kept free	
Keep public address system free	
If possible stop the school siren from sounding period changes or break times	
Secure external doors and entrances	
Keep main entrance as the only school entry point. It must be constantly monitored and no unauthorised people allowed access	
Have a delegated staff member wait at the main entry to the school to guide Emergency Services personnel	
Ascertain (as possible) if all students, staff and visitors are accounted for	
Record some details of actions undertaken and times (use Emergency and Critical Incident Diary from Appendix)	
Await de-activation advice from Emergency Services personnel	

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# Actions after lockdown - principal or site manager (incident controller)

Actions to de-activate and immediately following lockdown	~
Confirm with Emergency Service personnel that it is safe to de-activate lockdown	
Determine whether to activate the school parent re-unification process	
Determine if there is any specific information staff, students and visitors need to know (e.g. areas of the school to avoid or parent reunification process)	
De-activate lockdown using predetermined de-activation signal	
Advise staff, students and visitors of any specific information they need to know	
Ensure any students, staff or visitors with medical or other needs are supported	
Print and issue pre-prepared parent letters and give these to students to take home	
Advise the EMRU that the lockdown is over	
Seek support from the Regional EM Coordinator as required	
Brief staff on the incident	
Ensure all personnel are made aware of Employee Assistance Program contact details	
Prepare and maintain records and documentation	
Follow up with any students, staff or visitors who need support	
Undertake operational debrief to review the lockdown and school procedural changes that may be required	
Actions (follow-up)	~
• • •	
• )	
•	
Signature:	

# Emergency kit checklist for schools



Keep the kit in a designated, easily accessible place. The Logistics Person in your ICS is responsible for making sure the contents are complete.

If your attendance rolls are kept electronically ensure you have an updated printout available as you may not be able to access electronic information in the event of an emergency.

# Have you: Image: Constraint of the state of the st

# **Emergency Services call sheet**

Post this checklist near your telephone or computer.

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

- 1. Your telephone number
- 2. Details of your location (insert address and postcode)
- 3. Street Directory reference
- 4. Exact location within the building
- 5. Your name

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- 6. A brief description of the incident (e.g. if you are requesting an ambulance, you will need to describe the symptoms of the person who is ill/injured)
- 7. Advice on the best entrance to use
- 8. Advise the name of the person who will meet the emergency services

Speak clearly and slowly and be ready to repeat information if asked.

# Post-emergency record

School	
Date ,	
Time Of Notification	
Name Of Person Taking The Call	
Position	
Name Of Person Reporting The Incident	
Contact Telephone Number	
Details	
Immediate Action	Principal notified:         YES / NO       Time         Other school staff notified:         YES / NO       Time         Emergency Services notified:         YES / NO       Time         ESMU notified:         YES / NO       Time         ESMU notified:         YES / NO       Time
Major Activities	
Issues	Operational Debriefing Required: YES / NO Date/Time: Person Responsible to organise:
	Confirmation of Operational Briefing: Date/Time: Issues for Follow up action:
Signature	1
Date	

# Phone/bomb threat guide and checklist

Post this ch when dealin	cklist near your phone so it is visible and easily accessible. Remember g with a threat, keep calm.
Details of the person	who received the call
Name (print):	
Signature:	
Telephone number call	d:
Date call received:	

### General questions to ask the caller

- 1. What is it? Is it a bomb?
- 2. When will it explode or the substance be released?
- 3. Where did you put it?

Time call received:

- 4. What does it look like?
- 5. When did you put it there?
- 6. How will it explode or the substance be released?
- 7. Did you put it there?
- 8. Why did you put it there?
- 9. What is your name?

### Bomb threat questions

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

### Chemical/biological threat questions

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

### Exact wording of the threat:

Gender of the caller: Male Female Accent of the caller: Australian Middle Eastern British Asian American European Other (specify) Background noise: None TV/Radio Train Traffic Music Construction Sirens Aircraft Voices

Other (specify)

4

Estimated duration of call:

Estimated age of the caller:

Did the caller appear familiar with the area? Yes No

Other comments:

# School emergency management plan exercise record

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		No
Item	1	1
Were Emergency Services briefed on exercise prior to exercise being started?		
Did the person discovering the emergency alert the other occupants?		
Was the alarm activated?		
Was the emergency service notified promptly?		
Was the Emergency Management & Response Unit notified promptly?		
Did school staff direct persons from the building/site per the evacuation procedures?		
Were isolated areas searched?		
Was the evacuation logical and methodical?		
Did someone take charge? If yes, who?		
Did occupants act as per instructions?		
Was a roll call conducted for:		
Students		
Staff		
School Visitors		
Was someone appointed to liaise with the emergency service/s?		
Was someone appointed to liaise with the parents/ school community?		
Was the emergency service given the correct information?		
Did anyone re-enter the premises before the "all clear" was given?		
Did anyone refuse to leave the building/site? If yes, see attached list for name and reason. To be followed up.		
Area of emergency plan tested by current exercise:		

Evacuation/Lockdown/Lockout (ELL) Exercise Timing	Time	
Evacuation/Lockdown/Lockout (ELL) Exercise Timing	Hours	Mins
Alarm sounded and message ELL given (exercise warning included)		
School Staff (Floor/Area Warden) responds		
School staff (Wardens) check building/floor/area		
Evacuation/Lockdown. Lockout commenced	•	
School staff (Warden) reports floor/area clear or locked down		
Arrive at assembly point (Evacuation & Lockout only)		
School staff (Warden) checks students, staff & visitors present against rolls		
Evacuation/Lockdown/Lockout completed		
Exercise completed		
Staff, students & visitors debriefed on exercise		
Problems Encountered:		
Issues raised		

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# School emergency drills / training schedule

# Sample emergency drills / training schedule

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Month	Training Event	Person Responsible	Date(s) completed
January	Staff training on emergency response		
February			
March	Evacuation and relocation drills for students and staff	Principal /Site Manager	
April			
May/ June			
July/August			
September/October	Evacuation and relocation drills for students and staff		
November/December	QRFS training on fires and bushfires		

# DET Regional and Central Office numbers

### Post this information near your telephone

Group	Phone Number	Contact name
Regional Office		
Regional Director		
Emergency Management Coordinator		
Regional Network Leader		
Regional Director/ Manager(s) Operations		
Assistant Regional Director/ Manager(s): Children's Services		
Regional Manager(s) Student Services		
Children's Services Advisor		
Central Office		
DET media unit		
Emergency Management & Response Unit		
Employee Health Unit		

B4

# Parental notification template

Name of Parent/ Guardian	Child's Name	Contact	Phone/ Mobile	After Hours	Alternate Contact/ Role Number
e.g. Ms. Zappelli	Louis				Ms. Jones/ Grandmother 9137-0000

# Fire equipment list

(Insert here)

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# 'DET-05'

DEPARTMENT OF EDUCATION AND TRAINING

# Cyclone

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EMERGENCY MANAGEMENT

House keeping

Information to assist in forward planning is available at <u>www.disaster.qld.gov.au/disasters/cyclones</u>

# Immediate action

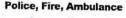
- Respond to warnings received from the radio or TV and local authorities.
- Contact Regional Office to notify of preparedness and any foreseen issues.
- Call together the site's emergency response team to implement emergency procedures.

Prepare for the predicted hazards (strong wind, torrential rain, hail) by:

- > referring to emergency plans
- trimming any tree branches hanging over building roofs
- > clearing the property of any loose items that could become projectiles during extreme winds
- securing buildings, furniture, equipment, chemicals, fuels and other facilities
- taping windows in "X" fashion and securing other glass structures
- turning off gas and electricity supplies (where impact is imminent)
- collecting first aid kit(s) and Safe Refuge Kit (SRK),
- checking that the portable radios and torches have fresh batteries
- > collecting personal valuables, papers, photos, mementos including backup disks
- checking fuel for generators (if applicable)
- keeping a list of emergency numbers handy including Regional Office, QBuild and EMRU
- keeping a list of student and staff contact information

## Follow instructions given by:

- > Qld Police Service (priority instruction during disaster)
- State Emergency Services
- > Qld Ambulance Service
- > Qld Fire & Rescue Service
- > Qld Rural Fire Service
- > Your Regional Office
- > Electrical & Gas suppliers
- Local government









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October 2010

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Prepare an emergency kit containing:

- > A portable radio, torch and spare batteries.
- > Stocks of fresh water and canned food.
- > Matches, fuel lamp, portable stove, cooking gear, utensils, can opener and waterproof bags.
- > A first aid kit, manual and masking tape for windows.

### Ensure the safety of the rest of the group

Make sure that people are at a safe location by:

- > Sending people home if sufficient warning is given (for students there must be a carer at home)
- > Organising accommodation for people who cannot get home
- Store all loose items inside and fill garbage/wheelie bins with water (water can be used for flushing toilets if required).
- Stay inside and shelter (well clear of windows) in the strongest part of the building (eg the internal hallway or bathroom).
  - If the building starts to break up, protect yourself with rugs or blankets or by sheltering under a strong table or bench. If necessary, hold on to a solid fixture such as a water pipe.
  - o Continue to listen to your portable radio for updates and advice.
  - Beware of the calm 'eye' of the cyclone. If the wind suddenly drops, don't assume that the cyclone is over. Violent winds will soon resume from the opposite direction (it is best to wait for the official all-clear)

# After the cyclone

- Don't go outside until officially advised it is safe to do so. Check for gas leaks and don't use electrical appliances if wet.
- > Continue to listen to your local radio for official warnings and advice.
- > If you did evacuate your school, don't return until advised it is safe to do so.
- > When you do return, use a recommended route and don't rush.
- Beware of fallen powerlines, damaged bridges, buildings and trees, and don't enter floodwaters.
- Heed all warnings and don't go sightseeing.
- Don't make any unnecessary telephone calls, keeping networks clear for emergency communications.



# Follow up Actions

## Assume presence of Asbestos Containing Materials in debris

- > Notify relevant stakeholders
  - o Report damage to facilities & grounds to the Regional Office or the EMRU.
  - Report school operational status and student attendance to the Regional Office or the EMRU on 3237 0954 or 3247 4969.
  - o Refer media to the Regional Director.
  - o Make arrangements parents/carers/next of kin to be notified.
  - o Notify Education Queensland International if an international student is involved.
  - Have appropriate authorities assess the safety of the buildings once the cyclone has passed.
- > If structural damage is suspected, Notify QBuild (07) 3224-6666 (Available 24/7)
- Wait until the buildings have been declared safe by the Fire Service, Facilities Manager or QBuild before re-entering.

### Documentation

Complete the relevant report available from <u>http://education.gld.gov.au/health/safety/managing/accidents.html</u>

### Recovery

- > Review of processes, debriefing, memorials (if necessary).
- Seek support from School Guidance Officers and Employee Advisors as appropriate: http://education.qld.gov.au/health/contacts/contacts-ea.html
- Liaise with Regional Office to ensure staff entitlement is managed in accordance with relevant Directives
- Review and modify emergency plans and training procedures for dealing with storms/cyclones where necessary



DEPARTMENT OF EDUCATION AND TRAINING

# Tsunami

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November 2010

# Immediate action

# Initiate full evacuation measures to predetermined rendezvous point when a <u>LAND INUNDATION WARNING</u> is transmitted over official channels (ABC Radio).

- > Prepare for the predicted hazards (flooding, dangerous waves and strong ocean
- > Respond to warnings received from the radio or TV and local authorities.
- > Contact Regional Office to notify of preparedness and any foreseen issues.
- > Call together the site's emergency response team to implement emergency procedures:

# Prepare for the predicted hazards (flooding, dangerous waves and strong ocean currents) by:

- immediately moving inland or to higher ground at least 10 metres above sea level if you are instructed to evacuate; or, if possible, move at least 1km away from all beaches, harbours and coastal estuaries/riverbank areas.
- > walking to the rendezvous point if possible to avoid traffic jams.
- taking shelter in the upper level of a sturdy brick or concrete multi-storey building ff you are unable to leave the area, and stay there until advised that it is safe to leave (homes and small buildings are not designed to withstand tsunami forces).
- > following recommended evacuation routes for your area.
- > taking your emergency kit with you, as well as important papers, medical needs, and pets

### Follow instructions given by:

- ABC Radio Official Information Source
- > Qld Police Service (priority instruction during disaster)
- > State Emergency Services
- > Qld Ambulance Service
- > Qld Fire & Rescue Service
- > Qld Rural Fire Service
- > Your Regional Office
- > Local government.









### What should you NOT do when a Tsunami Warning is issued?

- > DO NOT go towards the water and or to a headland to watch a tsunami.
  - Tsunami move significantly faster than normal wind-driven waves and can move faster than people can run.
  - o Once you see the tsunami it is too late to escape.
  - The backwash of a tsunami is extremely dangerous. As the large volume of water recedes back towards the ocean, it may carry debris and people back to sea with it.
- > DO NOT enter the water:
  - o Even a small tsunami causes strong turbulence and very dangerous currents.
- > DO NOT drive through water of unknown depth and current.
- DO NOT return to coastal areas/low lying areas until an all-clear is given by emergency services or public officials.

### What should you NOT DO after a tsunami?

- DO NOT go near flooded and damaged areas until the emergency services or public officials advise that it is safe to return.
- > DO NOT drink unboiled tap water until water supplies have been declared safe.
- > DO NOT eat food which has been immersed in flood waters.
- > DO NOT use gas or electrical appliances which have been immersed in flood waters until they have been checked and declared safe.

### How will I know that the tsunami threat is over?

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.

Caution should continue to be exercised. Strong waves, current and abnormal sea levels may still affect some beaches, harbours and coastal waterways for hours, or even days after, depending on the location

# Follow up Actions

- > Notify relevant stakeholders
  - Report damage to facilities & grounds to the Regional Office or the EMRU.
  - Report school operational status and student attendance to the Regional Office or the EMRU.
  - o Refer media to the Regional Director.
  - o Make arrangements parents/carers/next of kin to be notified.
  - o Notify Education Queensland International if an international student is involved.

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- Have appropriate authorities assess the safety of the buildings once the cyclone has passed.
- ▶ If structural damage is suspected, Notify QBuild (07) 3224-6666 (Available 24/7)
- Wait until the buildings have been declared safe by the Facilities Manager or QBuild before reentering.
- > Keep listening to the local radio (ABC) and heed all warnings and advice.
- > Do not use storm or flood-damaged equipment until it has been checked by a qualified person.

### **Documentation**

Complete the relevant report available from <u>http://education.qld.gov.au/health/safety/managing/accidents.html</u>

### Recovery

- > Review of processes, debriefing, memorials (if necessary).
- Seek support from School Guidance Officers and Employee Advisors as appropriate: http://education.qld.gov.au/health/contacts/contacts-ea.html
- Liaise with Regional Office to ensure staff entitlement is managed in accordance with relevant Directives
- Review and modify emergency plans and training procedures for dealing with tsunamis where necessary



# 'DET-06'

DEPARTMENT OF EDUCATION AND TRAINING

# Storm / Flood

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October 2010

# Immediate action

- > Respond to warnings received from the radio or TV and local authorities.
- Contact Regional Office to notify of preparedness and any foreseen issues.
- > Call together the site's emergency response team to implement emergency procedures:

# Prepare for the predicted hazards (strong wind, torrential rain, electrical storm) by:

- > referring to emergency plans for previous flood levels and potentially dangerous locations
- keeping downpipes and gutters clear and put sandbags in the toilet bowl and over all laundry/bathroom drain holes to prevent sewage back-flow. Plug all sinks.
- > securing buildings, furniture, equipment, chemicals, fuels and other facilities
- removing objects that could float and material that could become airborne
- taping windows in "X" fashion and securing other glass structures (strong wind)
- > collecting first aid kit(s) and Safe Refuge Kit (SRK), including a battery operated radio & torch
- > checking that the radio and torch have fresh batteries, with spare batteries available
- > turning off gas (and electricity supplies where severe storm warnings are issued)
- keeping a list of emergency numbers handy including Regional Office, QBuild and EMRU
- keeping a list of student and staff contact information
- storing poisons above ground level in case of flash floods
- checking fuel for generators (if applicable)
- Ensuring all school animals are safe

### Follow instructions given by:

- > Qld Police Service (priority instruction during disasters)
- Qld Ambulance Service
- > Qld Fire & Rescue Service and Qld Rural Fire Service
- ➤ The Regional Office
- > Emergency Services
- > Electrical supplier
- > Gas supplier
- Local government







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# Ensure the safety of the rest of the group

### Make sure that people are at a safe location by:

- > sending people home if sufficient warning is given (for students there must be a carer at home)
- > organising accommodation for people who cannot get home
- > finding emergency shelter if outdoors not under a tree
- > keeping people away from windows and skylights if strong winds are predicted
- > moving people to high ground if flooding is predicted.
- > activating prearranged plans for the release of staff whose property is threatened.
- > checking with Qld Police for safe routes before driving anywhere.
- > assessing building damage and evacuate if dangerous.
- checking before moving outside for damage to neighbouring buildings, fallen power lines, fallen branches, debris and local flooding.
- not eating food that has been contaminated with flood water and boil tap water until supplies are declared safe.

# Follow up Actions

### Assume presence of Asbestos Containing Materials in debris

- > Notify relevant stakeholders
  - o Report incident to the Regional Office or the EMRU on 3237 0954 or 3247 4969.
  - o Report school operational status & student attendance to the Regional Office or EMRU.
  - o Refer media to the Regional Director.
  - o Make arrangements parents/carers/next of kin to be notified.
  - o Notify Education Queensland International if an international student is involved.
- > Keep listening to the local radio and heed all warnings and advice.
- > Notify QBuild (07) 3224 6666 (Available 24/7)
- Return workplace to normal routine as soon as the "all clear" is given by the appropriate authority
   – Qld Police/State Emergency Services/QBuild/DET Facilities Manager.
- > Do not use storm or flood-damaged equipment until it has been checked by a qualified person.

### Documentation

Complete the relevant report available from <u>http://education.gld.gov.au/health/safety/managing/accidents.html</u>

## Recovery

- > Review of processes, debriefing, memorials (if necessary).
- Seek support from School Guidance Officers and Employee Advisors as appropriate: <u>http://education.qld.gov.au/health/contacts/contacts-ea.html</u>



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- Liaise with Regional Office to ensure staff entitlement is managed in accordance with relevant Directives
- Review and modify emergency plans and training procedures for dealing with storms/cyclones where necessary



# DET-07



**Asset Management Guideline** 

# Design Guidelines for Education Queensland School Facilities

## 3. General Design Principles

VERSION: 1.01 DATE: 01/09/2004

Guidelines prepared by: Strategic Asset Management (SAM) Unit Facilities Services Branch Shared Services Division

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### 3. General Design Principles

#### **Design Objectives**

#### Design Guidelines

#### 3.1 Legislative and Regulatory Standards

To ensure that facility design - complies with legislative requirements

Comply with current Queensland Building Act and Sewerage and Water Supply Act and all associated legislation including the Building Code of Australia and all other relevant codes or acts.

Comply with all mandatory standards (e.g. Australian Standards) referenced by the Building Code of Australia and all other relevant codes or acts.

Adopt the principles of all relevant non-mandatory building standards consistent with these guidelines.

#### 3.2 Facility Types and Sizes

To provide facilities appropriate for the local school catchment area Demographic information and the local Enrolment Management Plan will determine the following:

- Anticipated peak numbers of students in local catchment area over time; and
- Sustainable numbers of students in local catchment area over time.

Permanent facilities will generally be provided for 75% of the peak projected student numbers.

#### 3.3 Community Use

To co-ordinate site development with the requirements of the local community

Refer also to Section 5.7.2 Building Design Guidelines -Keying Consult with other Government Departments, Local Authority, School and local community groups to ensure that the facility provides a community orientated learning environment, reflective of the local character and responsive to local needs.

Determine the need to allocate part of a new site for community use, such as a Child Care Centre, After School Hours Care Centre, School Dental Health Facility or Sports Facility.

Information regarding Community usage of Education facilities can be provided by Facilities Services Branch (refer FSB file) "Community Use Agreements":

http://iwww.qed.qld.qov.au/facilities/agreement/jointuse/index.html and SC-08: School Age Care Services: Outside School Hours Care and Vacation Care.

Where joint development of facilities is proposed on Education Queensland sites, procedures are outlined in Facilities Services Branch Policy Document "Joint

**Development on School Campuses**" (refer FSB file):

http://iwww.ged.gld.gov.au/facilities/agreement/jointuse/pdfs/policyjointdevelopment.pdf.

Provide community access in accordance with **DOEM** SC-12 "Community access to Information Technologies in Schools".

Establish a unique physical identity considering the following:

- Architectural heritage of the existing school or local area;
- Local landscape heritage; and
- Functionality and form.

Features of importance to the school:

- Obvious place of entry, sense of place and address, and ease of access around the site;
- · Appropriate scale to suit users; and
- Appropriate use of colours.

Avoid the use of extreme architectural solutions as features.

There is no requirement for Art Built in within Capital Works projects.

Art Built In Policy

#### 3.5 Economy

To ensure cost effectiveness of a new facility

To provide community access to

Information Technology within

To create an aesthetically

To develop an appropriate

landscape elements

balance between practical and decorative architectural and

appealing environment that will

schools

Aesthetics

attract students

3.4

Building and site development should incorporate both economic and cost effective construction as well as on-going operation and maintenance considerations.

Structural considerations:

- Provision of regular building shapes and simple roof forms;
- Volume of internal spaces to reflect scale of users and purpose of facility;
- Grouping of buildings to minimise circulation requirements and planning to ensure that circulation space within buildings is within scheduled allowances;
- Grouping of areas requiring specialist (e.g. mechanical) services;

- Material and finishes to be robust, durable yet easily maintained;
- Buildings to be near existing services, site access points; and
- Design structures to suit site conditions (e.g. slopes, rock).

#### 3.6 Functionality

To extend the useful and functional life of buildings

Design shall maximise the use of various spaces for multiple purposes.

Minimise the use of internal load-bearing walls to allow for future flexibility.

Consider the accessible location of services to allow for future modifications.

To create a functional learning environment Provide maximum flexibility in learning spaces to allow for class, group and individual learning.

Allow for visual supervision of internal and adjacent external spaces (verandah or external shade areas).

#### 3.7 Technology

To provide Information Technology and Telecommunications to current requirements

Provide capacity for future

expansion and changes in

technology

Ensure that the following mandatory standards are complied with:

- Terms of Reference for Information Technology and Telecommunications Cabling Consultant Commissions on Education Queensland School Projects. 17<sup>th</sup> November 2003 including:
- Appendix F IT and T Cabling Specification Section (also available on URL): <u>http://www.qed.cdm.com.au/eqsitec.htm</u>.

Allow maximum flexibility in location and installation of cabling, equipment and other services to allow for:

- Future changes in technology and expansion of services; and
- Ease of connection and disconnection.

Promote the use of modern materials and facilitate the use of current and future technology.

#### 3.8 Sustainability and Energy Efficiency

To incorporate the principles of environmentally sustainable design

Promote the use of alternative

technology where appropriate

Incorporate where possible the following ESD principles:

Conservation of resources (e.g. existing built

environment, water, energy, materials);

- Reduction of emissions (reduce volatile organic compounds (VOCs);
- Improve the quality of indoor air (maximise ventilation potential);
- Recycling materials and reduction of waste (effluent, greenhouse gases, construction and household waste);
- Choice of materials with sustainable sources, low toxicity and high fire resistance;
- Selection of plants and turf that are drought resistant or require little water;
- Design of services to incorporate energy efficient technologies (e.g. infrared urinal sensors, flow limiters, electrical control systems, efficient T8 fluoro lights);
- Consider interactive grid tied solar power solutions; and
- Respond to local climatic conditions and incorporate passive solar design and daylighting principles.

Choose building systems, materials, finishes, furnishings and equipment that are affordable, sustainable and minimise recurrent and replacement costs.

Ensure that the use of untreated structural timber is minimised and that all timber and timber products are adequately protected from attack by sub-terranean termites.

To areas north of Mossman, provide appropriate protection to structures against winged termites.

Utilize low-maintenance building forms, construction techniques and materials.

Prevent water penetration into buildings:

- Direct stormwater collection away from buildings; and
- Avoid the use of box gutters.

Site, orientate and design buildings to optimise environmental advantages and reduce heat gains and losses.

Reduce demand on non-renewable energy resources by incorporating energy efficient sanitary and electrical fixtures and fittings where cost effective.

To utilize life cycle costing principles for affordable, sustainable facilities

To protect buildings against subterranean and winged termites

To avoid building systems with high long-term maintenance implications

To maximise energy efficiency

Incorporate water saving systems where cost effective.

Design, construct, and equip buildings to optimise energy savings through the use of passive design opportunities for day lighting and natural ventilation.

#### 3.9 Health and Safety

To provide a healthy and safe environment for users

Consider the following:

- Safety of the school external environment, e.g. access for emergency services' physical structures, security, pedestrian and traffic planning, landscaping, natural hazards (e.g. ponds), mosquito infestation in low lying areas or ponds; and
- Safety of the internal environment, e.g. Quality of indoor air, quality of water, storage of dangerous substances, gas stoves, art kilns, backflow prevention, mechanical and electrical machinery.

Consider particular Health and Safety issues relating to:

- Work Environment; e.g. fall risks, floors, ventilation, lighting, freedom from obstructions etc. (Refer Sections 5.6, 5.10);
- Noise: (Refer section 4.1.11);
- Plant: e.g. Gas Stoves, Art Kilns, mechanical and Electrical equipment – (Refer Sections 5.12, 5.14);
- Electrical: Provide Residual Current Device (RCD) protection to all Socket Power outlets (refer section 5.10);
- Hazardous Substances: e.g. dangerous goods, chemicals, fume cupboards, eye wash etc. (Refer Sections 5.6, 5.8, 5.13).

Select finishes such as paints, carpets, adhesives, insulation and furniture systems to minimise sources of volatile organic compounds and formaldehyde.

Consider the cleaning, maintenance and durability of materials and particularly the manufacturers requirement to use cleaning agents for specified materials which may be hazardous.

Minimise the use of building materials or landscape materials and plants that may cause allergic reactions or asthma attacks.

Reduce possible trip hazards from changes in level of paths, grates, field inlets and other protrusions.

To incorporate materials and finishes and landscape elements that are not a hazard to users

To reduce the risk to personnel while manual handling (lifting or assisting) students particularly in Special Schools or Special Education Units Consider the workplace health and safety requirements of personnel and students during the design of new buildings or the refurbishment of existing facilities.

Areas of particular concern that affect the manual handling risk to personnel and students include:

- · Access to and within buildings;
- Access to and within toileting and change facilities;
- Access to mechanical aids such as hoists together with adequate circulation and storage space; and
- Adequate storage of equipment.

Refer DOEM Health and Safety Policies for further guidance.

#### 3.10 Disability Access and Equity

To ensure that facilities and services are accessible by persons with a disability Provide the same opportunities and choices for staff and students with a disability that persons without a disability enjoy.

Where it would not cause unjustifiable hardship to do so, provide access for people with a disability to all permanent buildings and services in accordance with current Australian Standards and Disability Discrimination Act 1992 as recommended by an acknowledged expert consultant in this field.

- If not provided to all buildings, provide access for people with a disability to all buildings which contain unique functions or specialist spaces and to at least one building where functions are duplicated for the same age group in another part of the site (e.g. General Learning Area);
- Care must be taken that a person with a disability should not be denied the convenient use of any functions that the school offers;
- Preference is for single storey slab on ground construction to enable full access for people with a disability; and
- Where lifts are provided, ensure that size of lift core is adequate for use by students with a disability and attendant carer, and controls are accessible to student in wheelchair.

All students are to have access to education that leads to learning outcomes consistent with their potential.

To provide an equitable and inclusive teaching and learning environment

Facility design is to provide for inclusive teaching and learning environments for the following target groups:

- People with a disability;
- People of Aboriginal and Torres Strait Islander descent:
- Special Education: and
- At risk groups.

Provide for inclusive working and teaching environments for all staff, making particular considerations for the following target groups:

- People with a disability;
- Aboriginal and Torres Strait Islander Peoples;
- People from a non-English speaking background; and
- Women.

Where practicable, allow for a clean, lockable, private room with accessible power point, fridge and handwashing facilities for the use of staff for the purposes of prayer, taking medication, breastfeeding and caring responsibilities. A fridge located in an adjacent staff area would be an appropriate alternative.

#### 3.11 Historic, Cultural and Archeological Sites

To conserve designated buildings Uphold the policies of the Burra Charter. in accordance with government heritage policies Preserve unique and significant built environment. Minimise removal of, and damage to, existing building fabric of heritage value.

To consider the impact of new construction on historic and cultural sites/places

New adjacent construction should be sympathetic to the unique identity of existing historically significant buildings.

Note consultation requirements of the current Queensland Heritage Act as amended.

#### 3.12 Behaviour Management / Security

Methodologies to reduce the incidence and fear of crime on the school site

Adopt Crime Prevention through Environmental Design (CPTED) strategies:

- Natural and mechanical access control;
- Natural and mechanical surveillance; and
- Territorial reinforcement.

To provide an equitable and inclusive working and teaching environment consistent with the EQ Workforce Diversity and Equity Policy

Refer to Design Guidelines - Security produced by Schools Security Unit, Asset Maintenance Unit

#### 3.13 Disaster Mitigation

To assist in the preventing natural hazards becoming natural disasters.

Consider the consequences of site selection and school construction with particular regards to:

- State Planning Policy requirements- refer to: <u>http://www.dlgp.qld.gov.au/corporate/publications/</u> planning/policies\_guidelines;
- Flood and landslide hazards; and
- Cyclones.

Where school facilities are located in a bushfire risk area, allow for the following:

- Identify a safe haven location on site in conjunction with the local fire authority and police;
- Store flammable liquids away from safe haven building/location;
- Safe haven to have toilet and drinking water facilities and telephone line (ensure that communications are operable in case of loss of power (install Uninterruptible Power Supply – UPS as required);
- Controls for heating, ventilation and air conditioning systems are identified and sealed in safe haven.

Where practicable, schools should be located and designed to function effectively during and immediately after natural hazard events commensurate with a specified level of risk.

Design for Natural Disaster Centre it to be only undertaken with the express written approval of Education Queensland.

Where emergency shelter is required on a school site:

- Recommended Flood Level (RFL) of shelter is 1:200 ARI; and
- At least one road access to remain passable for emergency evacuation up to Recommended Flood Level (RFL).

#### 3.14 Site Selection

To assess the options for the location new school sites

To provide community emergency

shelter for disaster management.

Where options are available for new school sites, the following issues should be considered:

- Local Authority planning schemes;
- State Planning policies;
- Cultural and Indigenous Heritage sites;
- Topography (slope/contours and water catchment);
- Soil conditions (rock or requirements for preloading);
- Existing environment Flora and Fauna;
- Orientation and microclimate;
- Natural hazard risks;
- Available access from student catchment areas;
- Access onto and within the site for both vehicles and pedestrians including access for people with disabilities; and
- Infrastructure and Services.

#### 3.15 Future Site Development

To take into account all known proposals for future development

Site planning should take into account the following:

- Points of access to future zones of the site, including construction access;
- Disturbance to occupants of existing facilities;
- Circulation patterns vehicular, cycle and pedestrian;
- Extension of services; and
- Requirement for earthworks for future stages.

Preference is to construct whole buildings which are partly fitted out in early stages of the site development instead of part buildings.

Avoid duplication and/or redundancy of facilities and services provided in earlier stages.

#### 'DET-08'



Department of Education and Training

The Honourable Geoff Wilson MP Minister for Education and Training Education House BRISBANE QLD 4000

Dear Minister

Thank you for your letter dated 20 October 2010 regarding the Department of Education and Training's preparedness to manage potential risks associated with predicted major wet weather events over the next six month period.

To ensure best practice and preparedness has been achieved by the Department, and meet the forthcoming challenges resulting from the forecast weather conditions, the following measures have been undertaken:

#### Emergency Management Manual

An Emergency Management Manual (EMM) is currently being drafted to help Principals and TAFE Institute Directors prepare for an emergency. The EMM includes guidelines, planning steps and templates for creating an Emergency Management Plan (EMP) or upgrading existing Critical Incident Plans.

The EMM will assist staff in the development of a site specific EMP through the identification of potential risks to the work environment and the manner in which emergencies will be managed.

A draft copy of the EMM is enclosed for your information. Once finalised, this tool will be circulated to all state schools and training facilities as a matter of priority.

#### **Online Quick Reference Guides**

As part of this proactive approach, a series of hazard and incident specific Online Quick Reference Guides have been developed to ensure preparedness and provide an effective response immediately following any hazard impact or crisis.

The reference guides are designed to provide concise information that covers planning, prevention, response, and recovery.

Although the online reference guides form the foundation of our emergency management and response system, they are not designed to replace these more comprehensive documents.

The Department is currently finalising these materials and anticipate they will be available for publication by 1 November 2010.

Office of the Director-General Floor 22 Education House 30 Mary Street Brisbane 4000 PO Box 15033 City East Queensland 4002 Australia **Telephone +61 3237 0900 Facsimile +61 3237 1369 Website www.deta.cld.gov.au** ABN 76 337 613 647

#### **Online Quick Reference Guide Topics**

The following topics have been covered by the Online Quick Reference Guides:

- Weapons, Siege & School
   Invasion
- Storm and Flood
- Transport Accident
- Bomb Threat / Suspicious
   Packages
- Heatwave
- Hazardous Materials
- Electrical Equipment Failures

- Disappearance / Removal of Student
- Dealing with Death
- Cyclone
- Communicable Disease
- Bushfire
- Building Structure Collapse
- Attempted Suicide
- Assault
- Accident or Injury

Examples of quick reference guides relating to natural disasters have been enclosed for your information. Also enclosed is a copy of my letter to all state school principals and TAFE Institute directors outlining procedures specifically in relation to storm preparation.

This information will also be circulated to the Early Childhood Education and Care sector in a modified form.

#### **Emergency Management and Response Unit (EMRU)**

The EMRU is responsible for providing advice and assistance to schools and TAFE Institutes in cases of emergency. It is also responsible for assisting schools and other educational facilities to review Response and Recovery procedures for site specific EMP.

During an event, EMRU staff work directly with schools, TAFE Institutes, Emergency Services, Regional Offices, QBuild, and Central Office to maintain staff and student safety until the emergency or immediate threat has been resolved.

The EMRU has adopted a comprehensive and integrated approach to the development of emergency management arrangements to dovetail with State, Regional and Local disaster arrangements.

#### Situation Report (Sitrep)

The Department has also implemented a streamlined process for reporting critical information during an emergency. This centrally managed and coordinated approach to disseminating information enables schools and TAFE Institutes to focus on what is happening on the ground and return to normal operations as soon as possible.

The attached flow chart demonstrates how the information is validated and distributed every half an hour.

I am confident that the Department has taken all reasonable steps to ensure potential risks have strong mitigation strategies to manage all potential contingencies.

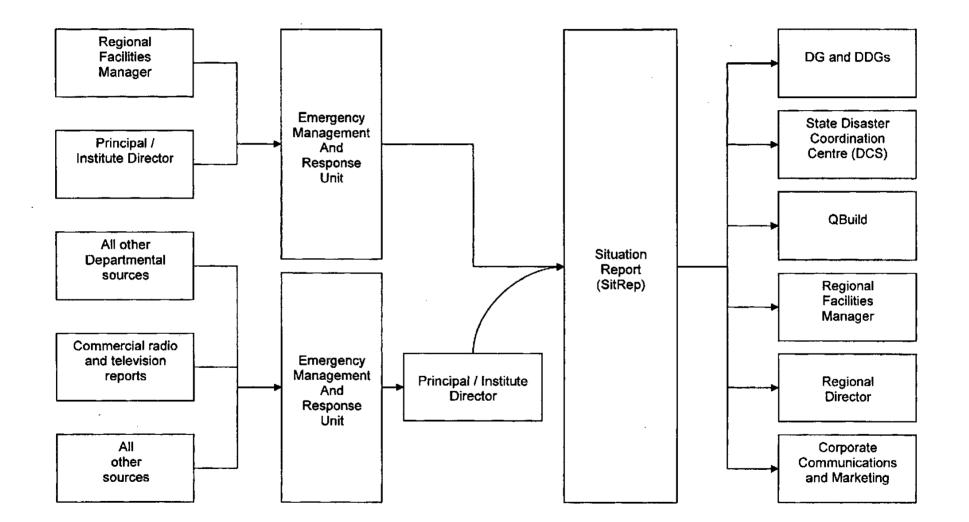
Yours sincerely

Julie Grantham Director-General

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#### Dear Colleague

Recently the Australian Bureau of Meteorology has advised departments of the prospect and extent of major wet weather events for many parts of Queensland over the next six month period.

It is vital that the Department ensure all potential risks are clearly identified with mitigation strategies developed to assist schools in preparing for Storm/Flood and Cyclone events this coming wet season.

The department aims to provide a safe and secure environment for all students, staff and volunteers who work or participate in our Schools and workplaces. Effective planning and management of emergencies helps minimise trauma and distress to those within schools & workplaces, and allows teaching and learning to be maintained or resumed as a priority.

Hazards specific quick-reference guides to assist principals prepare or mitigate the severity of impact from severe weather events are attached. Principals should also familiarise themselves with the process and necessary approval for temporary school closure in accordance with Chief Executive's Directive NO. 01/2010.

It is also timely for all schools to review their critical incident management plan should a severe weather event occur. This would include clarifying roles and responsibilities, including notification to regional office in the event of an emergency.

Schools need to ensure emergency contact information for students and staff is accurate and that the school has the capacity to contact parents in a speedy and efficient manner.

Where the emergency situation arises during the school day, all students who can safely return to a supervised home should be asked to do so and the school should advise all parents before the students leave the premises.

Students who cannot safely return to a supervised home should remain at the school under supervision by school staff until arrangements can be made with their parents for the students to be collected from the premises.

For further information, contact your regional office or the Emergency Management & Response Unit (EMRU) by telephone on 3237 0954 and 3237 4969, or email: <u>emru@deta.qid.gov.au</u>

Yours sincerely

Julie Granatham Director-General

Ref:10/288393

#### Dear Colleague

Recently the Australian Bureau of Meteorology has advised departments of the prospect and extent of major wet weather events for many parts of Queensland over the next six month period.

It is vital that the Department ensure all potential risks are clearly identified with mitigation strategies developed to assist TAFE Institutes in preparing for Storm/Flood and Cyclone events this coming wet season.

The department aims to provide a safe and secure environment for all students, staff and volunteers who work or participate in our TAFE Institutes. Effective planning and management of emergencies helps minimise trauma and distress to those within schools & workplaces, and allows teaching and learning to be maintained or resumed as a priority.

Hazards specific quick-reference guides to assist Institute Directors prepare or mitigate the severity of impact from severe weather events are attached.

It is also timely for all Institutes to review their critical incident management plan should a severe weather event occur. This would include clarifying roles and responsibilities, including notification to the Emergency Management and Response Unit in the event of an emergency.

Institutes need to ensure emergency contact information is accurate.

For further information, contact your regional office or the Emergency Management & Response Unit (EMRU) by telephone on 3237 0954 and 3237 4969, or email: <u>emru@deta.gld.gov.au</u>

Yours sincerely

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Julie Granatham Director-General

Ref: 10/288400

DEPARTMENT OF EDUCATION AND TRAINING

# Storm / Flood

### DRAFT

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October 2010

### Immediate action

- > Respond to warnings received from the radio or TV and local authorities.
- > Contact Regional Office to notify of preparedness and any foreseen issues.
- > Call together the site's emergency response team to implement emergency procedures:

### Prepare for the predicted hazards (strong wind, torrential rain, electrical storm) by:

- > referring to emergency plans for previous flood levels and potentially dangerous locations
- > keeping downpipes and gutters clear
- > securing buildings, furniture, equipment, chemicals, fuels and other facilities
- > removing objects that could float and material that could become airborne
- > taping windows in "X" fashion and securing other glass structures (strong wind)
- > collecting first aid kit(s) and Safe Refuge Kit (SRK), including a battery operated radio & torch
- > checking that the radio and torch have fresh batteries, with spare batteries available
- > turning off gas (and electricity supplies where severe storm warnings are issued)
- > keeping a list of emergency numbers handy including Regional Office, QBuild and EMRU
- > keeping a list of student and staff contact information
- > storing poisons above ground level in case of flash floods
- > checking fuel for generators (if applicable)
- > Ensuring all school animals are safe

### Follow instructions given by:

- > Qld Police Service (priority instruction during disasters)
- > Qld Ambulance Service
- > Qld Fire & Rescue Service
- > The Regional Office
- > Rural Fire Service
- > Emergency Services
- Electrical supplier
- > Gas supplier
- Local government









Queensland Government

### Ensure the safety of the rest of the group

#### Make sure that people are at a safe location by:

- > sending people home if sufficient warning is given (for students there must be a carer at home)
- > organising accommodation for people who cannot get home
- > finding emergency shelter if outdoors not under a tree
- > keeping people away from windows and skylights if strong winds are predicted
- > moving people to high ground if flooding is predicted.
- > activating prearranged plans for the release of staff whose property is threatened.
- > checking with Qld Police for safe routes before driving anywhere.
- > assessing building damage and evacuate if dangerous.
- checking before moving outside for damage to neighbouring buildings, fallen power lines, fallen branches, debris and local flooding.
- not eating food that has been contaminated with flood water and boil tap water until supplies are declared safe.

### **Follow up Actions**

#### Assume presence of Asbestos Containing Materials in debris

- > Notify relevant stakeholders
  - o Report incident to the Regional Office or the EMRU.
  - o Report school operational status & student attendance to the Regional Office or EMRU.
  - o Refer media to the Regional Director.
  - o Make arrangements parents/carers/next of kin to be notified.
  - o Notify Education Queensland International if an international student is involved.
- > Keep listening to the local radio and heed all warnings and advice.
- > Notify QBuild (07) 3224 6666 (Available 24/7)
- Return workplace to normal routine as soon as the "all clear" is given by the appropriate authority

   Qld Police/State Emergency Services/QBuild/DET Facilities Manager.
- > Do not use storm or flood-damaged equipment until it has been checked by a qualified person.

#### Documentation

Complete the relevant report available from <u>http://education.gld.gov.au/health/safety/managing/accidents.html</u>

#### Recovery

- > Review of processes, debriefing, memorials (if necessary).
- Seek support from School Guidance Officers and Employee Advisors as appropriate: http://education.gld.gov.au/health/contacts/contacts-ea.html



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- Liaise with Regional Office to ensure staff entitlement is managed in accordance with relevant Directives
- Review and modify emergency plans and training procedures for dealing with storms/cyclones where necessary

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DEPARTMENT OF EDUCATION AND TRAINING

#### EMERGENCY MANAGEMENT

Cyclone

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# DRAFT

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October 2010

### House keeping

Information to assist in forward planning is available at www.disaster.qld.gov.au/disasters/cyclones

### Immediate action

- Respond to warnings received from the radio or TV and local authorities.
- Contact Regional Office to notify of preparedness and any foreseen issues.
- Call together the site's emergency response team to implement emergency procedures.

### Prepare for the predicted hazards (strong wind, torrential rain, hail) by:

- referring to emergency plans
- > trimming any tree branches hanging over building roofs
- > clearing the property of any loose items that could become projectiles during extreme winds
- securing buildings, furniture, equipment, chemicals, fuels and other facilities
- > taping windows in "X" fashion and securing other glass structures
- > turning off gas and electricity supplies (where impact is imminent)
- collecting first aid kit(s) and Safe Refuge Kit (SRK).
- checking that the portable radios and torches have fresh batteries
- > collecting personal valuables, papers, photos, mementos including backup disks
- checking fuel for generators (if applicable)
- keeping a list of emergency numbers handy including Regional Office, QBuild and EMRU
- keeping a list of student and staff contact information

### Follow instructions given by:

- > Qld Police Service (priority instruction during disaster)
- State Emergency Services
- Qld Ambulance Service
- > Old Fire & Rescue Service
- Qld Rural Fire Service
- Your Regional Office
- Electrical & Gas suppliers
- Local government



Queensland Government

Ambulance







FLOOD STORM EMERGENCY

#### Prepare an emergency kit containing:

- > A portable radio, torch and spare batteries.
- > Stocks of fresh water and canned food.
- > Matches, fuel lamp, portable stove, cooking gear, utensils, can opener and waterproof bags.
- > A first aid kit, manual and masking tape for windows.

#### Ensure the safety of the rest of the group

#### Make sure that people are at a safe location by:

- > Sending people home if sufficient warning is given (for students there must be a carer at home)
- > Organising accommodation for people who cannot get home
- Store all loose items inside and fill garbage/wheelie bins with water (water can be used for flushing toilets if required).
- Stay inside and shelter (well clear of windows) in the strongest part of the building (eg the internal hallway or bathroom).
  - If the building starts to break up, protect yourself with rugs or blankets or by sheltering under a strong table or bench. If necessary, hold on to a solid fixture such as a water pipe.
  - o Continue to listen to your portable radio for updates and advice.
  - Beware of the calm 'eye' of the cyclone. If the wind suddenly drops, don't assume that the cyclone is over. Violent winds will soon resume from the opposite direction (it is best to wait for the official all-clear)

### After the cyclone

- Don't go outside until officially advised it is safe to do so. Check for gas leaks and don't use electrical appliances if wet.
- > Continue to listen to your local radio for official warnings and advice.
- > If you did evacuate your school, don't return until advised it is safe to do so.
- > When you do return, use a recommended route and don't rush.
- > Beware of fallen powerlines, damaged bridges, buildings and trees, and don't enter floodwaters.
- > Heed all warnings and don't go sightseeing.
- Don't make any unnecessary telephone calls, keeping networks clear for emergency communications.



### Follow up Actions

### Assume presence of Asbestos Containing Materials in debris

- > Notify relevant stakeholders
  - o Report damage to facilities & grounds to the Regional Office or the EMRU.
  - Report school operational status and student attendance to the Regional Office or the EMRU.
  - o Refer media to the Regional Director.
  - o Make arrangements parents/carers/next of kin to be notified.
  - o Notify Education Queensland International if an international student is involved.
  - Have appropriate authorities assess the safety of the buildings once the cyclone has passed.
- > If structural damage is suspected, Notify QBuild (07) 3224-6666 (Available 24/7)
- Wait until the buildings have been declared safe by the Fire Service, Facilities Manager or QBuild before re-entering.

### Documentation

 Complete the relevant report available from <u>http://education.gld.gov.au/health/safety/managing/accidents.html</u>

### Recovery

- > Review of processes, debriefing, memorials (if necessary).
- Seek support from School Guidance Officers and Employee Advisors as appropriate: <u>http://education.gld.gov.au/health/contacts/contacts-ea.html</u>
- Liaise with Regional Office to ensure staff entitlement is managed in accordance with relevant \_\_\_\_\_\_.
   Directives
- Review and modify emergency plans and training procedures for dealing with storms/cyclones where necessary



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